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ABSTRACT

This survey of school media standards, prepared to describe the impact of Title II of the Elementary and Secondary Education Act (ESEA) on the development or revision of media standards for elementary and secondary schools, provides an up-to-date compilation of standards and an analysis of trends. The study describes the background of media standards, the contribution of ESEA Title II to these standards, current national and regional standards for school media programs, media standards for building programs, and school district media programs. The appendices, forming the bulk of the document, include a bibliography, data tables, and summaries of national, regional, and state standards for school media programs in terms of school media services, personnel, resources, expenditures, facilities and furnishings, audiovisual equipment, and scheduling and organization. (KP)

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SURVEY OF SCHOOL MEDIA STANDARDS

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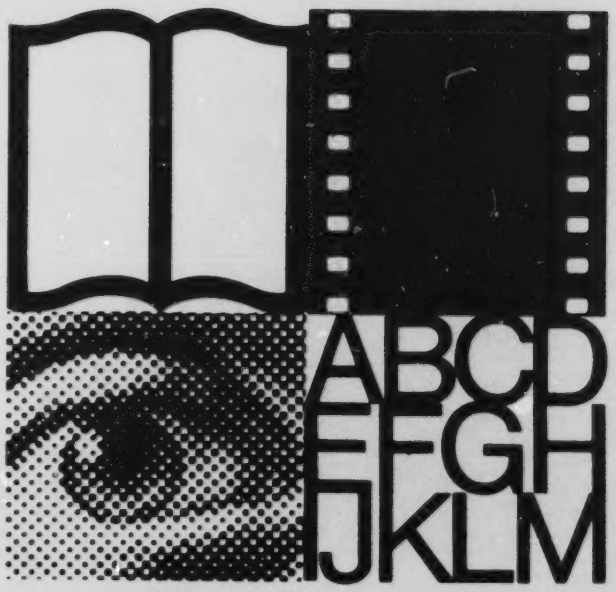

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FOREWORD

This publication was prepared to describe the impact of title II of the Elementary and Secondary Education Act (ESEA) on the development or revision of media standards for elementary and secondary schools, and to provide an up-to-date compilation of standards and an analysis of trends. Stimulated by ESEA, title II and the publication of new national media standards by the American Association of School Librarians (AASL) and the Association for Education Communications and Technology (AECT), regional accrediting associations and State education agencies and professional organizations have formulated new school media standards or have revised existing ones.

This is the third such compilation of standards prepared in the U.S. Office of Education. The last survey of school library standards [1] analyzed standards in terms of six categories listed in the policy statement on school libraries of the Council of Chief State School Officers: program of services; personnel; facilities and equipment; materials; expenditures; and organization.[2]

This study will use these same categories with two changes. The more detailed nature of the new standards for audiovisual equipment requires that they be separately analyzed from standards for facilities and furniture. In addition, the expanded nature of newer standards for media center scheduling and accessibility of services makes it desirable to add this to the category of media center organization.

National standards (including both the 1969 and 1975 joint standards of the AASL and the AECT), regional, and State standards for school building programs of media services, personnel, expenditures, resources, facilities and furniture, audiovisual equipment, and scheduling and organization for school district media programs in all categories are summarized in the appendix. (It should be noted that the name of the Department of Audiovisual Instruction, National Education Association (NEA) was changed in 1970 to Association for Educational Communications and Technology.) State standards in the categories of personnel, expenditures, and scheduling and organization are shown in tables 6–12.

Table 1 shows the categories pertaining to school media centers treated in regional and State standards: program, personnel, resources, expenditures, facilities and furniture, audiovisual equipment, and scheduling and organization. The joint standards of AASL and Department of Audiovisual Instruction (DAVI), National Education Association (NEA) (1969)[3] and the 1975 publication, "Media Programs: District and School" contain all categories.[4] Executive secretaries and other staff associated with the regional accrediting associations and ESEA title II coordinators and other State department of education officials concerned with State school media standards have provided and verified the statements of standards presented in this publication.

[1] Richard L. Darling. *Survey of School Library Standards.* Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1964.

[2] Council of Chief State School Officers. *Responsibilities of State Departments of Education for School Library Services: A Policy Statement.* Washington, D.C.: The Council, 1961.

[3] American Association of School Librarians and Department of Audiovisual Instruction, National Education Association. "Standards for School Media Programs." Chicago, Ill., and Washington, D.C.: American Library Association and National Education Association, 1969.

[4] American Association of School Librarians, ALA., and Association for Educational Communications and Technology. *"Media Programs: District and School."* Chicago, Ill., and Washington, D.C.: American Library Association and Association for Educational Communications and Technology, 1975.

CONTENTS

	Page
Foreword	iii
Chapters	
1. Background of School Media Standards	1
Surveys of Standards	1
Brief History of Standards	1
2. The Contribution of Title II of the Elementary and Secondary Education Act	5
3. Current National Standards for School Media Programs	9
Program of School Media Services	9
School Media Personnel	10
School Media Resources	11
School Media Expenditures	12
School Media Facilities and Furniture	12
Audiovisual Equipment for School Media Centers	13
School Media Center Scheduling and Organization	13
District Media Programs	13
4. Current Media Standards of Regional Accrediting Associations	15
Program of School Media Services	17
School Media Personnel	18
School Media Resources	18
School Media Expenditures	19
School Media Facilities and Furniture	19
Audiovisual Equipment for School Media Programs	20
5. Current State School Media Standards for Building Programs	21
Program of School Media Services	22
School Media Personnel	23
School Media Resources	25
School Media Expenditures	28
School Media Facilities and Furniture	29
Audiovisual Equipment for School Media Programs	29
School Media Center Scheduling and Organization	30
6. Current State Standards for School District Media Programs	31
7. Summary and Conclusions	33
Changes in National, Regional, and States Standards, 1964–75	33
Influence of AASL–DAVI (1969) Standards	34
Influences of Regional and State Standards	34
Influence of ESEA Title II	35
Trends	35

Page

Appendixes

A. Bibliography of Documents Containing Regional and State School Media Standards 41

B. Summaries of National, Regional and State Standards for School Media Programs 45

1. National Standards for School Media Programs (1969) 45
2. National Standards for School Media Programs (1975) 51
3. Regional Standards for School Media Programs 66
4. State Standards for School District Media Programs 76
5. State Standards for School Building Media Programs 82

C.—School Library Bill of Rights for School Media Programs 229

D.—Tables

1. General areas covered by State standards for school media programs, 1974 231
2. Funds available and funds expended for State administration and for acquisition under ESEA Title II programs: fiscal years 1966–74 232
3. Total number and percent of schools meeting State school library standards for library books, periodicals and audiovisual materials, and annual per-pupil expenditures for library books and audiovisual materials in June 1968, by enrollment, size of school district, and educational level of school 233
4. Total number and percent of schools meeting American Library Association standards (1960) for library books, periodicals, and audiovisual materials, and annual per pupil expenditures for library books and audiovisual materials in June 1968, by enrollment, size of school district, and educational level of school 234
5. Sources and status of State school media standards, 1974 235
6. Bases of State standards for school media specialists, 1974 236
7. State standards for professional education of school media specialists, 1974 237
8. State quantitative standards for school media specialists, 1974 239
9. State quantitative standards for supporting personnel for school media programs, 1974 245
10. Quantitative standards for selected school media center resources 1974 248
11. State standards for expenditures for school media resources, 1974 250
12. State standards for school media center scheduling and organization, 1974 256

Chapter 1

BACKGROUND OF SCHOOL MEDIA STANDARDS

Standards for school library or media programs serve the education community as instruments for evaluating the effectiveness of the media center in the total school program. Standards in use today come from three different sources—State and national professional organizations, regional accrediting associations, and State government agencies.

Surveys of Standards

The literature on school library standards has been listed, synthesized, or evaluated by Spain,[1] Nickel,[2] Beust,[3] Darling,[4,5] Billings,[6] and Henne.[7] No survey of State standards for audiovisual programs, either historical or current, could be identified. The most recent compilation of school library standards was published in 1964 and provided an historical survey of research studies and summary of school library standards of the American Association of School Librarians, five regional accrediting associations, and the standards of 42 States, the District of Columbia, and Puerto Rico.[8] Regional and State standards were analyzed to show changes, promising developments, and relationship of these standards to national standards. The study identified the following trends: influence of the standards of the American Association of School Librarians and those of the regional accrediting associations on State standards; shift toward certification regulations for school library personnel rather than detailing required professional qualifications in standards; the emergence of standards for elementary school libraries; shift toward common standards for both elementary and secondary schools; increased emphasis on unified media programs; recommendations for school district library programs; and increased levels of requirements for expenditures.

The more recent paper by Dr. Henne does not summarize standards State by State, but presents some observations about State and national standards derived from an examination of the literature, analysis of current standards, and analysis of a questionnaire sent to State school library supervisors.[9] It also includes a study of activities connected with the formulation and implementation of national standards. This overview discusses definitions of standards, background developments, the current scene, the impact of national standards, and issues and challenges affecting standards.

Brief History of Standards

Standards for school library or media programs have been officially issued in the United States by national library, media, or educational organizations six times in this century: [10]

- National Education Association and North Central Association of Colleges and Secondary Schools, Committee on Library Organization and Equipment. *Standard Library Organization and Equipment for Secondary Schools of Different Sizes, C.C. Certain, Chairman.* Chicago:

[1] Frances Lander Spain, "The Application of School Library Standards," In National Society for the Study of Education. *Forty-second Yearbook, Part II, The Library in General Education*, Chicago: The Department of Education, The University of Chicago, 1943, pp. 269–292.

[2] Mildred L. Nickel, "Standards and Certification," *Library Trends* I:345–356, January 1953.

[3] Nora E. Beust. *School Library Standards, 1954*. Washington: U.S. Department of Health, Education, and Welfare, Office of Education, 1954.

[4] Richard L. Darling, "School Library Standards in the Pacific Northwest," In Morton Kroll, ed., *Pacific Northwest Library Association Library Development Reports, Volume II: Elementary and Secondary School Libraries of the Pacific Northwest*, Seattle; University of Washington Press, 1960, pp. 73–123.

[5] _____, *Survey of School Library Standards*, Washington: U.S. Department of Health, Education, and Welfare, Office of Education, 1964.

[6] J. K. Billings, "School Library Standards—In Revision," *Wilson Library Bulletin* 62:80–83, March 1966.

[7] Frances Henne, "Standards for Media Programs in Schools," *Library Trends* 21:233–247, October 1972.

[8] Richard L. Darling. *Survey of School Library Standards*. Washington: U.S. Department of Health, Education, and Welfare, Office of Education, 1964.

[9] Henne, *op. cit.*

[10] In 1967, *Standards for Library Media Centers in Schools for the Deaf*, was issued by the convention of American Instructors for the Deaf.

American Library Association, 1920.

- American Library Association. Committee on Postwar Planning. *School Libraries for Today and Tomorrow; Functions and Standards.* Chicago: American Library Association, 1945.
- American Association of School Librarians. *Standards for School Library Programs.* Chicago: American Library Association, 1960.
- Department of Audiovisual Instruction. National Education Association. *Quantitative Standards for Audiovisual Personnel, Equipment and Materials in Elementary, Secondary, and Higher Education,* developed by Gene Faris and Mendel Sherman. Washington: Department of Audiovisual Instruction, National Education Association, January 1966.
- American Association of School Librarians and Department of Audiovisual Instruction, National Education Association. *Standards for School Media Programs.* Chicago and Washington: American Library Association and National Education, 1969.
- American Association of School Librarians and Association for Educational Communications and Technology. *Media Programs: District and School.* Chicago and Washington: American Library Association and Association for Educational Communications and Technology, 1975.

It should be noted that the 1960 *Standards for School Library Programs* are exceptional among school library standards.[11] No other statement of school library standards has had such influence on the educational community and the development of school library programs. Publication of the standards was accompanied by an extensive campaign to acquaint school personnel with the importance of school library programs and the role standards play in improving them. The School Library Development Project of the American Association of School Librarians was a well-administered, carefully planned, and successful effort to interpret *Standards for School Library Programs* to school administrators and other decision-makers with power to effect changes in standards and programs.[12]

Another characteristic which distinguishes the 1960 standards and sets them apart from others was the research used to formulate quantitative provisions. Questionnaires were sent to established school libraries characterized as having very good facilities and resources. In addition to facts about budget, staff, resources, and facilities, respondents estimated needs if they considered present conditions inadequate. This research, combined with the judgments of experts, supplied an authoritative base for setting standards which is not common to most standards.

Even though the American Association of School Librarians had revised its standards in 1960 and the Division of Audiovisual Instruction, National Education Association, issued standards in 1966, it appeared essential during the latter part of the 1960s to revise standards because of significant social changes, educational developments, and technological innovations. In addition, numerous requests for revision had come from school library personnel.

Objectives motivating the publication of *Standards for School Media Programs* (1969) were to bring standards into line with the needs and requirements of modern educational goals and to coordinate requirements for school library and audiovisual programs.[13] The concept of unified media collections, however, was introduced as early as the Certain standards of 1918 which recommended that the school library should organize, distribute, and provide for the use of such illustrative media as was available at the time, e.g., stereopticon slides, victrola records, postcard collections, globes, pictures, etc.[14]

Perhaps the major change inaugurated by the 1969 standards was the attempt to standardize the terminology used to describe the administrative and organizational patterns for materials and services. This was accomplished by introducing and defining the terms: media, media program, media center, media staff, media specialist, media technician, media aide, and unified media program. Because the 1969 standards specifically recommended continuous revision at least biennially, the American Association of School Librarians and the Association for Education Communications and Technology published

[11] American Association of School Librarians. *Standards for School Library Programs.* Chicago: American Library Association, 1960.

[12] Mary Frances Kennon and Leila Ann Doyle. *Planning School Library Development; a Report of The School Library Development Project, American Association of School Librarians, February 1, 1961—July 31, 1962.* Chicago: American Library Association, 1962.

[13] American Association of School Librarians and Department of Audiovisual Instruction. *Standards for School Media Programs.* Chicago and Washington, D.C.: American Library Association and National Education Association, 1969.

[14] National Education Association and North Central Association of Colleges and Secondary Schools, Committee on Library Organization and Equipment. *Standard Library Organization and Equipment for Secondary Schools of Different Sizes, C.C. Certain, Chairman,* Chicago: American Library Association, 1920.

in early 1975 *Media Programs: District and School* which reflects the thinking of many professionals in library and information science educational technology and related fields, representing a consensus of their perceptions of school and district media programs.[15] These latest standards, examined in draft, replace the 1969 *Standards for School Media Programs* and have been formally approved by the respective boards or councils of the two organizations.

The objectives of these latest standards is to delineate guidelines or recommendations for media programs and resources essential for quality education. The focus is on qualitative goals, offering criteria for district and school media programs that make exemplary educational experiences available to children and youth. The media program described is designed to respond to district and school objectives and reflects their interrelationships. Quantitative recommendations provide for the staff, collections and facilities that are required to implement the programs. The terminology introduced in the 1969 standards is continued and expanded.

A summary of work on school media standards would not be complete without mention of the work of the National Study of School Evaluation and the Council of Chief State School Officers. The National Study of School Evaluation, which has carried on its work since 1933 under this and two predecessor names, has three current publications which are useful as evaluative materials for elementary schools,[16] junior high and middle schools,[17] and secondary schools.[18] Instruments are provided in each for qualitative evaluation of the various phases of the instructional program, including one variously described as educational media services, library and audiovisual, and learning media services. Instruments developed by this organization have always had great impact on media standards, especially those developed by regional and State groups.

Beginning in 1950, the Council of Chief State School Officers began to issue a series of publications identifying major responsibilities and services of State departments of education in major areas. Following a study of State department of education responsibilities and services for school libraries issued by the U.S. Office of Education in 1960,[19] the Council issued in 1961 an authorized and approved policy statement setting forth principles for the development of services for elementary and secondary school library programs.[20] In 1964, the Council issued a policy statement on developing the use of new educational media.[21]

In 1968, the Council of Chief State School Officers published a summary of selected portions of 16 Council publications.[22] Among those summarized were the two publications mentioned above. The Council publication on school library services recommended that State departments of education foster the concept of the library as an integrated materials center and both this publication and the Council publication on the new educational media recommend close cooperation between the State personnel engaged in the respective programs. The issue of a unified State department of education media program is not, however, addressed directly in the summary. The AASL–AECT standards (1975) note that State board of education policies are implemented in the State department of education by an adequate media staff functioning as a unit which incorporates the total resources of educational technology, including instructional telecommunications.

[15] American Association of School Librarians and Association for Educational Communications and Technology. *Media Programs: District and School*. Chicago and Washington, D.C.: American Library Association and National Education Association, 1975.

[16] National Study of School Evaluation. *Elementary School Evaluative Criteria; A Guide for School Improvement*. Arlington, Va.: National Study of School Evaluation, 1973.

[17] *Evaluative Criteria, Junior High School/Middle School; A Guide for School Improvement*. Arlington, Va.: National Study of School Evaluation, 1970.

[18] National Study of Secondary School Evaluation. *Evaluative Criteria for the Evaluation of Secondary Schools*. 4th ed. Washington, D.C.: National Study of Secondary School Evaluation, 1969.

[19] Mary Helen Mahar. *State Department of Education Responsibilities for School Libraries*. Washington: U.S. Department of Health, Education, and Welfare, Office of Education, 1960.

[20] Council of Chief State School Officers. *Responsibilities of State Departments of Education for School Library Services; A Policy Statement*. Washington: Council of Chief State School Officers, 1961.

[21] ———. *State Department of Education Leadership in Developing the Use of New Education Media*. Washington: Council of Chief State School Officers, 1964.

[22] ———. *State and Local Responsibilities for Education; A Position Statement*. Washington: Council of Chief State School Officers, 1968.

Chapter 2

THE CONTRIBUTION OF TITLE II OF THE ELEMENTARY AND SECONDARY EDUCATION ACT TO THE DEVELOPMENT OF SCHOOL MEDIA STANDARDS

There has been considerable activity in standards since 1964. Perhaps the most potent force behind revision and development of State school media standards was passage in 1965 of P.L. 89–10 which included title II of the Elementary and Secondary Education Act. This program provided, for the first time, direct Federal financial assistance for the acquisition of school library resources, textbooks, and other instructional materials for the use of children and teachers in public and private elementary and secondary schools.

Section 203(a)(2) of P.L. 89–10, as amended, states that any State which desires to receive grants under the title should submit to the Commissioner a State plan which:

> . . . sets forth a program under which funds paid to the State from its allotment under Section 202 which will be expended solely for (A) acquisition of library resources (which for the purposes of this title means books, periodicals, documents, audiovisual materials, and other related library materials), textbooks, and other printed and published materials for the use of children and teachers in public and private schools in the State and (B) administration of the State plan, including (1) *the development and revision of standards relating to library resources, textbooks, and other printed and published materials furnished for the use of children and teachers in the public elementary and secondary schools of the State* . . . (emphasis added)

To finance administration of title II, the Act allows 5 percent of the amount paid to the State, or $50,000, whichever is greater. Administration includes the executive, supervisory, and management responsibilities necessary to carry out State plans. The program is administered in every State or outlying area by the State department of education.

One of the functions State departments of education fulfill in the administration of title II State plans is the development, revision, and evaluation of standards, relating to the selection, acquisition, and use of school library resources, textbooks, and other instructional materials.[1] Administrative funds from title II have assisted State departments of education to evaluate and revise standards and disseminate and interpret them through publications, conferences, workshops, and other program activities. Exact amounts spent on standards cannot be determined but amounts expended for administration of the ESEA title II program are shown in table 4.

In formulating and revising standards, many State departments of education followed the procedures suggested in the ESEA title II guidelines:

> The agency administering the title II program should direct the revision or development of standards, which should be officially adopted. It is important, however, to obtain the counsel and understanding of the educational community in the formulation of standards. A common practice in the development or revision of standards for school library resources and other instructional materials is for the State education agency to organize a committee composed of State agency staff members, school superintendents, principals, directors of instruction, teachers, school librarians, or instructional materials specialists, private school representatives, and in some instances, lay members of the community.[2]

The 1964 survey of school library standards reported that three States—Alaska, Mass., and Utah—and the V.I. did not have standards and that the standards of five other States—Ala., Maine, N.H., Vt., and W.V.—were for secondary schools only.[3]

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[1] States adapt standards for school library resources for other instructional materials. The number of States with standards for textbooks is unknown.

[2] U.S. Department of Health, Education, and Welfare, Office of Education. *Title II of the Elementary and Secondary Education Act, School Library Resources, Textbooks, and Other Instructional Materials, Guidelines.* Washington: The Department, May 1967, p. 7.

[3] Richard L. Darling. *Survey of School Library Standards.* Washington: U.S. Department of Health, Education, and Welfare, 1964, p. 5.

Since 1965, the 50 States, District of Columbia, the Bureau of Indian Affairs, and the five outlying areas have either developed or revised standards for school library resources in elementary and secondary schools for use in the title II program or use the standards of a professional organization. Mass., for example, has developed no State standards for media programs but has adopted the 1969 standards of the American Association of School Librarians and Department of Audiovisual Instruction.

A main purpose of standards in the title II program has been to establish qualitative and quantitative measures which set new or revised levels in the requirements for materials obtained. Qualitative standards are related to the degree of excellence attained in a category; quantitative standards are those expressible in terms of measurement. Although the requirement under title II is for standards for instructional materials only, States have set minimum and sometimes advanced levels for school library or media personnel, programs of service, facilities and furniture, equipment, and scheduling and organization for effective use of materials. Changing needs in schools and use of media have required constant study, evaluation, and revision of these State standards. The reports of the title II program from 1966 to the present describe a steady growth of unified media programs in elementary and secondary schools and significant gains not just in meeting standards but going beyond them. [4-11]

Two parts of the three-part evaluation of the title II program conducted in 1968 provide evidence of the use made of standards in the program. In the national evaluative survey, four components of State and national standards were used as benchmarks to assess the quantity and quality of instructional materials available in schools prior to 1965, and the effect of title II in increasing the quantity and quality of these materials. (See tables 2 and 3 in App. D.)[12] State standards were lower than those of the AASL (1960) and higher proportions of schools met State standards than did AASL standards in four components: number of library books, audiovisual materials, and periodicals; and annual per pupil expenditures for books and audiovisual materials. Although more than half of the elementary schools and between 23 and 54 percent of secondary schools failed to meet State standards in one or more of the four components, title II supplemented school media collections with up to five trade books per pupil, up to five audiovisual items per pupil, and up to five periodical and newspaper subscriptions.

For AASL standards (1960), the proportion of schools varied from 45.1 percent of schools not meeting the standard for annual per pupil expenditure to 95.2 percent not meeting the standard for number of periodicals (Table 3). About 68 percent of elementary schools in the school districts of largest enrollment did not meet their State standards for number of audiovisual items; almost 90 percent of elementary schools in those districts did not meet AASL (1960) standards for audiovisual materials.

In the second part of the title II evaluation, the descriptive case studies of media programs in eight public schools where demonstration projects received title II support, it was noted that in several instances the media program did not meet standards.[13] The study showed, however, that as the

[4] U.S. Department of Health, Education, and Welfare, Office of Education. *First Annual Report, Fiscal Year 1966, Title II, Elementary and Secondary Education Act of 1965: School Library Resources, Textbooks, and Other Instructional Materials.* Washington: U.S. Government Printing Office, 1969.

[5] ———. *Second Annual Report, Fiscal Year 1967, Title II, Elementary and Secondary Education Act of 1965: School Library Resources, Textbooks, and Other Instructional Materials.* Washington: U.S. Government Printing Office, 1969.

[6] ———. *Third Annual Report, Fiscal Year 1968, Title II, Elementary and Secondary Education Act of 1965: School Library Resources, Textbooks, and Other Instructional Materials.* Washington: U.S. Government Printing Office, 1970.

[7] ———. *The Federal-State Partnership for Education: The Fifth Annual Report of the Advisory Council on State Departments of Education.* Washington: U.S. Government Printing Office, 1970, pp. 67–97.

[8] ———. *State Departments of Education and Federal Programs, Annual Report, Fiscal Year 1970.* Washington: U.S. Government Printing Office, 1972, pp. 98–125.

[9] ———. *School Library Resources, Textbooks, and Other Instructional Materials, Title II, Elementary and Secondary Education Act, as amended, Annual Report, Fiscal Year 1971.* Washington: Office of Education, 1974.

[10] ———. *Annual Report, Fiscal Year 1972, Title II, Elementary and Secondary Education Act, P.L. 89–10, As amended, School Library Resources, Textbooks, and Other Instructional Materials.* Washington: U.S. Government Printing Office, 1973.

[11] ———. *School Library Resources, Textbooks, and Other Instructional Materials, Title II, Elementary and Secondary Education Act, as amended, Annual Report, Fiscal Year 1973.* Washington: Office of Education, 1975.

[12] *An Evaluation Survey Report on ESEA Title II, Fiscal Years 1966–1968, Part I: Analysis and Interpretation; Part II: Tables.* Washington, D.C., U.S. Department of Health, Education, and Welfare, Office of Education, 1972.

[13] U.S. Department of Health, Education, and Welfare, Office of Education. *Emphasis on Excellence in School Media Programs, Descriptive Case Studies of Special-Purpose Grant Programs.* Title II, Elementary and Secondary Education Act of 1965. Washington: The Department, May 1969.

schools approached or exceeded media standards, demand for media resources and services increased.

The national title II survey reports other impact of the program, as follows:

1. Some but not all eligible pupils and teachers were provided with sufficient additional media of high quality.
2. State and local support for school library resources was stimulated.
3. The proportion of public schools, particularly elementary schools, with media centers increased significantly.
4. There was improvement in relevance of materials to the curriculum and pupil needs, up-to-dateness, and quality of content and format.
5. Some schools added audiovisual materials for the first time.
6. There was increased pupil use of media.
7. The title II program stimulated the employment of professional and clerical and technical media personnel.[14]

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[14] *An Evaluation Survey Report on ESEA Title II, Fiscal Years 1966–1968, Part I: Analysis and Interpretation.* Washington, D.C., U.S. Department of Health, Education, and Welfare, Office of Education, 1972, p. 75.

Chapter 3

CURRENT NATIONAL STANDARDS FOR SCHOOL MEDIA PROGRAMS

The standards issued jointly in 1969 by AASL and DAVI, (hereafter referred to as AASL–DAVI (1969) standards) describe the services of the school media program and list requirements for staff, resources, and facilities needed to implement the program.[1] They present a unified media program, defined as one in which instructional and other services related to both print and audiovisual media are administered in a single unified program under one director. The standards can also be adapted for use in schools with separate school libraries and audiovisual centers.

The process of formulation of the AASL–DAVI (1969) standards followed the procedure used in 1960. The tentative quantitative recommendations prepared by the Joint Committee were presented and discussed at numerous national and State conferences where suggestions were received and considered in compiling revised drafts. A draft was also submitted to over 200 specialists in the school library and audiovisual fields. The final draft was approved by the respective boards of AASL and DAVI.

Joint task forces were appointed by AECT and AASL in 1971 to revise existing standards for media programs in schools and develop standards for school district media programs. These documents were submitted to the boards of the two organizations in 1972, after which a Joint Editorial Committee revised and edited them. The reports were combined into a single publication and approved by the boards of the two organizations in 1973. Suggestions from members were obtained in open hearings conducted at the 1973 annual conferences of the associations, and a preliminary edition of the publication was circulated to members of the boards, committee chairman, members of the two task forces, and media personnel in State departments of education.

[1] American Association of School Librarians and Department of Audiovisual Education, National Education Association. *Standards for School Media Programs.* Chicago and Washington: American Library Association and National Education Association, 1969.

The first chapter of the new national standards is a statement of purpose—to identify media programs that are responsive to the needs and potential of effective educational programs. The concept of media program is defined in chapter 2 and its essential functions described. In chapter 3, program patterns and relationships are discussed and the roles and relationships of school, district, regional, and State media programs, networks, and community activities. Four chapters then present qualitative and quantitative guidelines for media program elements and resources. A final chapter summarizes key concepts that guide media program development.

Program of School Media Services

An introductory chapter in the AASL–DAVI (1969) standards described the media program in the school, recommending a unified program of audiovisual and printed resources and services. The media program as a resource for learning and for teaching was discussed, and seven elements of a program listed:

- Consultant services to improve learning instruction, and the use of media resources, and facilities
- Instruction to improve learning through the use of printed and audiovisual resources
- Information on new educational developments
- New materials created and produced to suit special needs of students and teachers
- Materials for class instruction and individual investigation and exploration
- Efficient working areas for students, faculty, and media staff
- Equipment to convey materials to the student and teacher

The succeeding chapters on staff and services; selection, accessibility, and organization of materials; media center resources, size, and expenditures; facilities; and supplemental services also contained in-

formation giving a more complete picture of the program of media services. In the chapter on staff and services, a list of ways in which professional media staff can implement programs and a list of the duties of the head of the media center give additional insight into the scope of media activities. The 1969 standards contained less specific information about program than the 1960 standards and referred the reader to principles in the 1960 standards that were still pertinent. It was also noted that it is not the purpose of standards to cover content provided in professional literature of the field.

The 1975 standards have much more information concerning the media program of services than the 1969 standards. The information, however, is sometimes difficult to follow. For example, program activities are considered in the light of four overlapping functions:

Design: relating to formulating and analyzing objectives, establishing priorities, developing or identifying alternatives, selecting among alternatives, and implementing and evaluating the system, the product, the strategy, or technique.

Consultation: applied as media professionals contribute to the identification of teaching and learning strategies, work with teachers and students in the evaluation, selection, and production of materials; and serve as consultants in planning and reordering physical facilities to provide effective learning environments.

Information: relates especially to providing sources and services appropriate to user needs and devising delivery systems of materials, tools, and human resources to provide for maximum access to information in all its forms.

Administration: concerned with the ways and means by which program goals and priorities are achieved. Program activities are listed under each of these functions.

A chapter is also devoted to the patterns and relationships of the building, district, regional, and State media programs.

School Media Personnel

The quantitative recommendations in *Standards for School Media Programs* and *Media Programs: District and School* concerning personnel for staffing school media centers clearly recognize that more staff is needed to administer a unified program. The basic recommendation of one media specialist for every 250 pupils or major fraction thereof is a more favorable ratio that the 1960 standard of one school librarian per each 300 pupils or major fraction thereof, for the first 900 pupils and one librarian per each additional 400 pupils.

The 1969 standard for supportive staff, required one technician and one aide per each media specialist for schools of 2,000 or fewer pupils. It was suggested that additional aides or technicians may be needed to support special programs such as television broadcasting; remote access; and language laboratories, and that the ratio of supportive to professional staff might be adjusted for that portion of the school enrollment which exceeds 2,000. The practice of relating the number of supportive staff to number of professional staff members was a departure from the 1960 standard of one full-time paid adult clerk per each 600 pupils or major fraction thereof. The 1975 standard calls for one technician and one aide per every 250 pupils; however, the result is essentially the same as for 1969.

The 1969 and 1975 quantitative standards for media staff are substantially higher than in 1960 and demonstrate the need for differentiated staffing to accommodate the new technology. For example, in 1960 a school enrolling 600 pupils might have met standards by employing two librarians and one clerk. In 1975, a school of the same size would need to employ three professional staff members and three to four aides or technicians.

For professional staff, the 1969 standards recommended education and preparation in certain fundamentals in the general field of education such as curriculum structure, student growth and development, instructional methods, and psychology, and in areas related to media resources and services. The latter includes analysis, evaluation, selection, and design of printed and audiovisual materials; procedures for the utilization of materials by students, teachers, and other school personnel; the objectives, functions, and program of the media center; the administration and organization of materials and media services; communications theory; and information science. Specialization in the media field is recommended, whether focused on level of school, subject matter or type of media. The 1975 standards refer to the influence of patterns of organization for instruction and systems of instructional technology on the allocation of media staff responsibilities, e.g., assignment of staff to work with specified grade or age levels; to subject area specializations, or to specific blocks of instruction.

School Media Resources

The guidelines for administration of title II of the Elementary and Secondary Education Act indicate that standards for school library resources may be formulated on such bases as number of items per pupil, by type of material, or number of titles; size of basic collection; annual expenditure per pupil; recency of information; quality of content; pertinency to instructional programs; appropriateness for educational level; interests of pupils; and technical quality.[2] In *Standards for School Media Programs*, quantitative recommendations are made for books, magazines, newspapers, filmstrips, 8mm film, 16mm film, tape and disc recordings, graphic materials, globes, maps, microform, and transparencies. An abundant number of other kinds of materials, e.g., pamphlets, clippings, and realia are recommended for inclusion in the collection but because of their nature, quantitative recommendations are not set forth. Quantitative recommendations are also made for the professional collection of books and periodicals in schools of 250 pupils or over.

Other types of materials for the professional collection such as curriculum guides, audiovisual materials, etc., are listed, but no quantitative recommendations made. The 1969 standards also contain policies, procedures, and guidelines dealing with the selection, evaluation, and accessibility of materials. Much useful information is also given on the provision of duplicate titles of books and other media. The 1975 standards contain an excellent chapter on the media collection. Guiding principles and selection policies and procedures are outlined. Criteria for the district collection are provided and other qualitative and quantitative standards set forth. Basic recommendations are presented for items to be placed in schools with 500 or fewer pupils and accompanying suggestions for achieving excellence in meeting user needs.

The AASL–DAVI (1969) standards recommend that schools with 250 pupils or more have a book collection containing at least 6,000–10,000 titles representing 10,000 volumes, or 20 volumes per pupil, whichever is greater. This is a substantially higher requirement than in 1960 when it was recommended that schools with 200-999 pupils have 6,000–10,000 books and schools enrolling 1,000 or more have 10 per pupil. The 1969 standard excludes textbook collections, professional books for the faculty, dictionaries, and encyclopedias. The number of books recommended for the professional collection is the same as was recommended in 1960 —200–1,000 titles. Paperback books to strengthen the professional collection in such allied disciplines as communications, sociology, anthropology, psychology, linguistics, etc., are recommended. The 1975 recommendation for books is higher than that made in 1969; ranging from a basic 8,000–12,000 volumes or 16 to 24 per user to access to 60,000 titles to insure satisfaction of 90 percent of initial requests.

As in 1960, different quantities of periodicals for elementary, junior high, and senior high schools are recommended; however, the 1969 standard is substantially higher, ranging from 40–50 titles (including some adult nonprofessional titles) for K–6 elementary schools to between 125–175 titles for senior high schools. Necessary magazine indexes and duplication of titles are recommended as needed, as well as 40–50 titles for the professional collection. In 1960, from 25–50 periodical titles were recommended. Different quantities of newspapers are recommended for the different school levels, with microfilm of all periodical holdings indexed in the *Readers' Guide*, and newspaper files as needed. The 1975 recommendation makes no distinction regarding school level, recommending a basic 50–175 titles for all levels and a standard of excellence that requires access to research capability in periodical/newspaper literature through acquisition of microforms, photo copying, and/or interlibrary loan.

Quantitative provisions are presented in the AASL–DAVI (1969) standards for filmstrips, 8 and 16mm film, tape and disc recordings, art prints, picture and study prints, globes, maps, and transparencies. No quantitative recommendations for types of audiovisual media were made in 1960. The 1969 recommendation for picture and study prints, other graphics, programmed instructional materials, realia, kits, art objects, video tape recordings, remote access programs, and resources files is not as specific as the first group of items; it is noted that the nature of certain media forms and the evolving or transitional nature of others makes it difficult to establish quantitative standards. Nevertheless, these materials are valuable and the availability of abundant quantities was recommended. In the 1975 standards, basic quantitative standards are provided for filmstrips; graphics; films and video tapes, audio recordings,

[2] U.S. Department of Health, Education, and Welfare, Office of Education. *Title II of the Elementary and Secondary Education Act, School Library Resources, Textbooks, and Other Instructional Materials, Guidelines.* Washington: The Department, May 1967, p. 8.

games and toys, models, sculptures, and specimens. Beyond the basic requirement, quantitative recommendations are seldom specified except a general requirement of access to large collections in each format.

The 1969 standards included guidelines for the accessibility of 16mm films. Access to a minimum collection of 3,000 films was recommended, supplemented by duplicates and rentals; however, it was suggested that the nature of school building collections depended on the extent and frequency of film use, the availability and quality of a system media center, and other factors.

School Media Expenditures

The AASL–DAVI (1969) standard was formulated for annual expenditures to maintain an up-to-date collection of materials in the media center on the basis of a proportion of the national average for per pupil operational cost based on average daily attendance. Total operational cost, as described in a school accounting procedures publication released by the U.S. Office of Education, was defined to include administration, instruction, attendance services, health services, pupil transportation services, operation of plant, maintenance of plant, and fixed charges.[3] This method of developing a standard is continued in the 1975 publication.

The proportion suggested for the 1969 standard was six percent, with an estimated average for 1968–69 given as $680 per pupil. In 1972–73, it had risen to about $1,034 per pupil.[4] This figure did not include funds for school-adopted textbooks, reference materials housed permanently in classrooms, closed circuit television installations, subscription television, electronic learning centers, distribution systems, supplies, equipment, and the processing of materials. It is important to note that the sum recommended was intended for purchasing materials for both the individual and the system media center, half to be spent on printed and half on audiovisual materials. It was further recommended that additional sums from capital outlay be allocated for the initial collection of all materials in newly established schools. The 1975 standard of 10 percent of the per pupil operational cost covers materials, equipment, and operational supplies but excludes kinds needed for installation of expensive electronic facilities, general school supplies, delivery systems, security and insurance costs, plan and equipment maintenance, collections for new schools, textbooks, salaries, public information programs, furniture, and special laboratory equipment.

This approach to the formulation of a standard for expenditure represents a departure from the traditional practice of setting an amount based on the cost of each type of material and the number of each type needed to maintain collections. This newer practice was first used in the 1960 AASL standard for expenditures for audiovisual materials and later in the 1966 *Quantitative Standards for Audiovisual Personnel, Equipment, and Materials* . . . adopted by DAVI.[5] The 1960 AASL standard for expenditures for printed materials specified varying sums for books for schools under and over 250 in enrollment, with additional but unspecified amounts for other printed materials.

School Media Facilities and Furniture

The 1960 standards presented some general principles for the planning and design of school library quarters. The appendix contained details and specifications for space allotments, the functional use of library areas, and equipment. In the 1969 standards, a chapter dealt with the environment and location and space. Recommendations were made for a functional design, inviting appearance, lighting, acoustical treatment, and temperature and humidity controls. Location within the building stressed accessibility to pupils and teachers and noted the desirability of being able to use the media center without opening the entire school. The 1975 standards included guiding principles for planning school media facilities and a series of questions related to number of schools and pupils, geographic characteristics, legal controls, and the district educational program and the media program's response to it.

The 1969 specifications for space were based on an enrollment of 1,000 pupils or fewer, with recom-

[3] Paul L. Reason, Alpheus L. White, and Others. *Financial Accounting for Local and State Systems: Standard Receipts and Expenditure Accounts*. Washington: U.S. Office of Education, 1957, reprinted in 1965.

[4] National Education Association. Research. *Estimates of School Statistics 1972–73*. (Research Report 1972. R12.) Washington: National Education Association, 1973, p. 18.

[5] Department of Audiovisual Instruction, National Education Association. *Quantitative Standards for Audiovisual Personnel, Equipment, and Materials in Elementary, Secondary, and Higher Education*, developed by Gene Faris and Mendel Sherman. Washington, D.C.: Department of Audiovisual Instruction, National Education Association. January 1966. Mimeographed.

mendations that it may be necessary to expand or adapt specifications for individual circumstances, e.g., use of resource centers; innovative programs; schools within schools, etc. The recommendations listed about 20 media program functions, noted the special aspects to be considered for each, and gave specifications in square feet.

This format is followed in *Media Programs: District and School* but with different space allocations in most instances. More space is optional as determined by school arrangements for television and radio, computerized learning laboratories, and storage and control centers for remote access. The media center facility recommended in 1969 is considerably larger than that recommended in 1960. While it will accommodate most of the same functions, the expanded and unified program envisioned requires additional space for such activities as increased media production.

The 1960 standards had specifications for shelving and tables and chairs for the school library. The 1969 and 1975 publications do not include these data and suggests that such information is widely available in professional literature.

Audiovisual Equipment for School Media Centers

Specific quantitative recommendations are made in the 1969 and 1975 school media standards for over 24 items of audiovisual equipment. In 1969 basic specifications were given for a functioning program, traditional in nature, and advanced specifications or extended for the equipment needed in schools with such instructional approaches as individualization of instruction and independent study. The base for number of items in 1969 was per number of teaching stations (any part of the school, usually a classroom but not including media centers, where formal instruction takes place), and per media center. Number of users is the base used in 1975. Generally recommendations in 1969 were the same regardless of school level but there were a few items, e.g., filmstrip viewers, television receivers, microprojectors, record players, and audio tape recorders, where a different recommendation was given for the different school levels. The same recommendation is made for all schools in 1975, regardless of level.

In the 1960 standards, specific quantitative recommendations were made for only nine items of audiovisual equipment. A comparison of the recommendations made in 1960, 1969, and 1975 for such an ordinary item as a filmstrip viewer demonstrates the greatly increased demand for media equipment for individualized teaching and learning:

1960	*1969 (basic)*	*1975 (Base)*
No Standard	one per teaching station plus the equivalent of 1 per 2 teaching stations in media center (elementary), and 1 per 3 teaching stations in media center (secondary schools)	30 viewers in media center.

School Media Center Scheduling and Organization

The 1969 and 1975 standards included sections on scheduling and organization of materials which do not differ markedly from the recommendations made in 1960. Opening of the media center throughout the school day and before and after school for the use of individuals and small groups is recommended. An extended program, including evenings, Saturdays, and vacation periods is also recommended, dependent on such conditions as geographic location of school, availability of outside entrance, ability to keep within reasonable limits of maintenance costs, and adequate security measures. The use of the media center for functions which interfere with its use by pupils and teachers and the use of a rigid schedule of class visits to the center are specifically not recommended.

For organization, the 1969 standards recommended arrangement of materials following some approved classification scheme, advising that materials be cataloged and processed through an agency outside the school, i.e., by its own system processing center, through a cooperative arrangement, or by a commercial firm. It was suggested that future change and experimentation in processing may involve use of computers for purchasing, accounting, invoicing, and acquisition; use of printed book catalogs; and cataloging in source. *Media Programs: District and School* emphasizes district responsibility for access and delivery systems.

District Media Programs

The 1969 standards had a final chapter on supplementary services for media program which covered briefly the district or system media program and

included short sections on regional media centers and the State media program. Nineteen activities provided by the district media program related to planning, consulting, inservice education, evaluation, public relations, budget development, selection of staff, and coordinating, and ten additional services related to resources. Quantitative standards for district personnel, resources, and facilities were not provided. Funds for the resources of the system media center were included in the expenditures recommended for building media centers.

The 1975 standards offer more detail on district media program responsibilities than any previous publication on standards. Although these recommendations are mostly qualitative, they cover all categories of standards.

Chapter 4

CURRENT MEDIA STANDARDS OF REGIONAL ACCREDITING ASSOCIATIONS

Five regional accrediting associations set standards for school media centers as part of their evaluation program: (1) the Middle States Association of Colleges and Secondary Schools (Del., Dist. of Col., Md., N.J., N.Y., Pa., and Puerto Rico); (2) the New England Association of Schools and Colleges, Inc. (Conn., Maine, Mass. N.H., R.I. Vt.); (3) the North Central Association of Colleges and Secondary Schools (Ariz., Ark., Colo., Ill., Ind., Iowa, Kans., Mich., Minn., Mo., Nebr., N. Mex., N. Dak., Ohio, Okla., S. Dak., W. Va., Wis., and Wyo.); (4) the Northwest Association of Secondary and Higher Schools (Alaska, Idaho, Mont., Nev., Oreg., Utah, Wash.); and (5) the Southern Association of Colleges and Schools (Ala., Fla., Ga., Ky., La., Miss., N. Car., S. Car., Tenn., Tex., and Va.).

The Accrediting Commission of the Western Association of Schools and Colleges (Calif., Hawaii, and Guam) has never developed standards for the schools which it accredits. The commission seeks to determine whether or not a school is doing a satisfactory job in its own particular setting but without specific requirements that must be applied to all schools. When it is necessary to refer to media standards, the association refers to those of the American Library Association (ALA) or to those developed by a Joint Committee of the California Association of School Librarians and the Audiovisual Education Association of California. The board of directors of the Western Association of Schools and Colleges has also approved several instruments to be used for evaluating secondary schools; among these, the "Evaluative Criteria."

The goal of regional accrediting associations is improvement of schools and colleges through setting standards of quality. Membership is voluntary. Institutions apply for membership and become accredited by an association if they meet the association's standards. Once earned, accreditation must be reaffirmed through continuing self-study and evaluation. Each association evaluates the total school program rather than its separate parts. In some regions, failure to meet school media standards completely may therefore not prevent a school from receiving accreditation; however, effort toward improvement in the school media program must be clearly evident.

The regional accrediting associations cooperate very closely with State departments of education. Reports of State school supervisory personnel are available to State committees of the association in at least one region, and the accreditation status of member schools in their respective States may be considered in determining their rating in the regional accrediting agency. The Council of Chief State School Officers recognizes the vital contribution of regional groups as one of several authorities controlling education and describes the responsibility of State departments of education in cooperating with appropriate agencies in evaluating educational programs.[1]

One regional accrediting association—the Southern Association of Schools and Colleges—sets standards for elementary schools. The North Central Association of Colleges and Secondary Schools is currently circulating a second draft of standards for elementary schools. The North Central and Middle States Associations provide standards for junior high/middle schools.

The North Central Association of Colleges and Secondary Schools also has standards for optional special-function schools, vocational/occupational schools, independent college-preparatory schools, and separately administered adult high schools. (The latter are not included in this survey.) Occupational secondary schools are those in which every pupil is enrolled in a vocational or occupational program although it may offer other supportive subjects and have postsecondary components that offer students an alternative to the standard school program. A

[1] Council of Chief State School Officers. *State and Local Responsibilities for Education; A Position Statement.* Washington, D.C.: The Council, 1968, p. 41.

school designed to meet the educational needs of a particular group of students under very special circumstances falls under the category of a special function school.

The media standards for vocational/occupational schools and independent college-preparatory schools do not differ significantly, either in content or format, from the standards for junior high/middle schools or regular secondary schools; however, the media standards for optional and special function schools are very brief and entirely qualitative. Moreover, they suggest that schools of this type may share media services with other institutions or learning centers when deemed feasible and desirable in light of the school's educational commitments; however, these services must be readily accessible to staff and students.

The school media standards of five of the six associations are varied in format and content. The media standards of the Middle States Association of Colleges and Secondary Schools are limited to a single paragraph composed of questions relating to the seven categories of standards. The media standards of the New England Association of Schools and Colleges, Inc. consist of a short paragraph which refers briefly to the media center facility, staff, materials, and their use in the instructional program. The standards of these two regional agencies differ from the other three in their use of the "Evaluative Criteria." [2]

The North Central standards for junior high/middle schools, secondary schools, vocational/occupational secondary schools, and independent college-preparatory schools are quite similar in format. Standards for comprehensive secondary schools, vocational/occupational schools, and independent college preparatory schools provide a qualitative principle to introduce each standard and describe its general significance and the provision to be made. This is followed by the minimum standard which states the specific requirements that must be met by member schools. Progress criteria or optimal or exemplary conditions suggest directions or objectives for schools that meet or exceed minimum requirements, are not required for membership but serve as indications of additional improvements that should be made in the pursuit of more effective education. The draft of the standards for elementary schools is somewhat similar in format and included separate standards for classroom—unique instructional/learning materials and equipment.

The North Central Association's publication on junior high/middle schools contains "A," "B," and "C" standards relating to each principle, descriptive of a quality school:

- "A" standards are structural standards of definition, are largely quantitative, and are discernable by their physical presence.
- "B" standards are descriptive standards that relate to the operation and conduct of the school program, as defined in the "A" standards, and are designed to discriminate between good and poor practices. They describe the quality of operation and require evidence of accomplishment.
- "C" standards are predictive standards of analysis related to program improvement and continuous evaluation. These standards use the terms "evidence," "proof," "sense of direction," "indication of change," "collection of data," and the like; and identify types of evidence to be submitted to visiting committees.

The Northwest Association's standards are stated in terms of minimum requirements which have been substantiated by research, experience, or the judgment of educators as basic requirements for a satisfactory program of secondary education and recommendations which represent desirable goals for all schools.

The Southern Association's principles and standards of membership for secondary schools are presented in nine sections, each headed by a broad principle relating to school quality, with more exact specifications cited under each principle. School library or media standards are not cited separately, but standards relating to school media programs are stated either specifically or indirectly under five of the nine principles. Elementary school standards of the Southern Association are presented in six areas, with media standards stated for programs, personnel, and facilities—the latter including a standard for expenditures as well as library space.

Four proposed amendments to the Southern Association's media standards for accrediting elementary schools were acted upon at the annual meeting in Dallas, Tex., in December 1974. The amendments affected the standard for expenditures, size of book collection, holdings in audiovisual equipment and development of a multimedia program.

Although "Standards for School Media Programs"

[2] National Study of Secondary School Evaluation. "Evaluative Criteria for the Evaluation of Secondary Schools." 4th ed. Washington, D.C.: National Study of Secondary School Evaluation, 1969.

was published in 1969 and all regional accrediting association standards were published during or after 1971, the new terminology (e.g., media center, media specialist, etc.) proposed in the AASL–DAVI (1969) standards is not consistently used by the associations. The terms "educational media services" and "instructional materials center" or "media center" are sometimes used interchangeably with "library" and "librarian" but the latter continue in use in most cases. The North Central Association and the Northwest Association are probably most consistent in use of the newer terminology and approach to a unified program.

Media standards of the regional accrediting agencies deal infrequently with school district central office media services. Only two references can be found in the standards of the six agencies. The media standards for junior high/middle schools published by the North Central Association of Colleges and Secondary Schools refer to coordination of building school media services, inventory, and acquisitions with those of any supplementary centers provided by the school district and/or the community. There is also an indirect reference to materials for system media centers in the media standards of the North Central Association.

Program of School Media Services

The school media standards of the Southern Association and North Central Association list many of the elements of media programs of service, but neither provides a sufficiently detailed description of an effective media program. The most extended statement on program is found in the Standards of the Southern Association of Schools and Colleges.

Member elementary schools of the Southern Association of Schools and Colleges are required to have a "comprehensive program of services to children and teachers, including story hours, teaching library skills, and opportunities for independent study and group research." Effective implementation of a program of meaningful experiences is required, e.g., effective teaching-learning processes involving use of learning experiences and media, effective individualized and personalized study, independent study groups, independent research, peer interest and discussion groups, learning centers to encourage independent study, and individualized use of audiovisual and programed materials.

The Southern Association standards for secondary schools call for a library program "adequate to assure opportunities for breadth and depth in learning to develop the personal growth of those served by the member school." The standards further specify that the program include planning with teachers, instruction in library skills, and acquainting those served with the collection and potential services and uses.

The standards of the North Central Association are more descriptive about the program of services than any of the remaining agencies. The draft of the North Central Association standards for elementary schools requires development of a comprehensive program to provide children and teachers with learning experiences in the use of all media and specify that instruction in the use of learning materials and other center resources be provided to all children and staff. For junior high/middle schools, the function of the instructional materials center is "to locate, gather, provide, organize, and coordinate the school's learning resources and devices and to motivate and assist teachers and students in the effective use of these resources, enable each student to pursue special interest, receive special assistance, and gain a positive attitude toward all instructional materials." They further require an in-service training program for students and staff for making effective use of media services.

The North Central standards for secondary schools recommend development of media program ". . . in such a way as to support instruction through appropriate facilities and professionally and technically prepared staff." Among "progress criteria" (which suggest directions or objectives for schools that meet or exceed minimum standards) is a recommendation that a faculty advisory committee be appointed to extend the services and utilization of the library and to evaluate its effectiveness. For vocational/occupational and independent college preparatory schools, standards require the provision of such services as instructing students in the use of the media center, assisting teachers in locating and utilizing resources, and the production of graphic and other materials. For both types of schools, progress criteria suggest appointment of a faculty advisory committee to extend the services and utilization of the library and evaluate its effectiveness. An additional criterion for occupational schools encourages regular visits of instructors to the media center for the purpose of fostering better coordination as it relates to their respective occupational educational programs.

The standards of the Northwest Association of

Secondary and Higher Schools state that the media center is an important part of the educational program and recommend adequate orientation in the use of the center for students and staff, suggesting joint planning between media staff and teachers to encourage the use of instructional media resources in class activities.

With respect to the program of services, the standards of the other two agencies—Middle States Association of Colleges and Secondary Schools and New England Association of Schools and Colleges—are brief. The Middle States standard is addressed to the inclusion of the librarian as an integral part of all curriculum development practices; The New England statement merely recommends effective use of media facilities, staff, and materials in the educational program.

School Media Personnel

Three regional accrediting agencies—North Central, Northwest, and Southern—have qualitative and quantitative standards related to professional personnel. The standards of the Middle States Association and New England Association contain only minor references to personnel for school media centers.

Quantitative media personnel standards for North Central, Northwest, and Southern associations (for secondary schools) are related to enrollment; Southern association standards for elementary schools are related to numbers of classroom teachers. In every case, the ratios recommended for professional personnel are less favorable than the AASL–DAVI (1969) standard. For example, North Central standards do not require a full-time professional until the enrollment reaches 400 or more for elementary schools, 400 for junior high/middle schools, and 300 for secondary schools. No reference is made to a second professional except that two full-time professionals are recommended for North Central secondary schools exceeding 1,500 in enrollment. Using AASL–DAVI (1969) standards, a school enrolling 1,500 pupils would need six professional staff members.

The New England standards make no reference to media staff except for professional staff; the references of the Middle States and North Central Association standards to the need for clerical assistants are brief and qualitative. Only the Southern Association standards make separate provision for support personnel—1 fulltime aide per 750 pupils or more in the case of secondary schools and 1 fulltime aide per 30 teachers for elementary schools. The Northwestern standards use a graduated staff requirement based on enrollment for secondary schools which applies to both professional and clerical personnel, only specifying that the first fulltime staff member, required for 251 pupils, should be professional. The second staff member (part-time), either professional or clerical is required when the enrollment reaches 501. No regional accrediting agency approaches in standards for clerical staff the AASL–DAVI level of 1 clerk or aide per each professional.

School Media Resources

The standards of five regional accrediting agencies make reference to school media center resources. Those promulgated by the Middle States Association and New England Association contain brief qualitative statements regarding adequate collections; the other three regional associations are more specific regarding quantities and types of materials.

The North Central Association is alone in the specific requirement that independent college preparatory schools, vocational/occupational schools, and regular secondary schools have a statement of policy with board approval regarding selection of materials. Junior high/middle schools and elementary schools are required to evaluate materials annually in terms of recency, appropriateness, balance, adequacy, and usage.

The requirements of the North Central, Southern, and Northwestern agencies for regular elementary, junior high/middle, and secondary schools are for relatively small collections of books. For example, the 6,000–10,000 basic collection of titles specified by AASL–DAVI (1969) is usually not required until secondary schools reach 1,000 in enrollment. The North Central Association required that independent college preparatory schools have a collection of 7,000 volumes when the enrollment reaches 500. The progress criterion for occupational secondary schools requires a minimum collection of 10,000 books.

The standards of the Middle States Association, New England Association, North Central Association (for junior high/middle schools), and Southern Association (for secondary schools) make only brief allusion to the need for periodicals in school media collections. The North Central standard for regular or comprehensive secondary schools refers to periodicals only for the professional collection. The Northwest Association is alone in making specific

quantitative requirements for number of periodicals based on school enrollment and further requires that periodicals on the minimum list be selected from the *Reader's Guide* or *Abridged Reader's Guide*, with space and proper storage available for current and back copies.

There is no reference to newspapers in the standards of the Middle States Association (for elementary schools), and the North Central Association (for secondary schools). There is brief mention of newspapers as a suitable item for inclusion in media collections in the standards of the North Central Association (for junior high/middle schools) and the Southern Association (for secondary schools). The most specific statement concerning newspapers is found in the Northwestern Association standards, where the requirement for secondary schools is for one or more daily metropolitan newspapers and one or more local newspapers.

Audiovisual materials receive only the most cursory attention in the standards of the regional accrediting associations with only the briefest reference made to them in the standards of the Middle States Association and the New England Association. The standards for audiovisual media of the North Central Association (for middle/junior high schools, vocational/occupational secondary schools, comprehensive secondary schools, and independent college preparatory schools), the Northwest Association, and the Southern Association (for secondary schools) are also qualitative; however, the standards of each list at least some of the various types of audiovisual media which should form a part of the collection, e.g., filmstrips, slides, tapes, transparencies, recordings, etc.

School Media Expenditures

Three regional accrediting agencies—North Central (for elementary, junior high/middle schools, secondary, and independent college preparatory schools), Northwest, and Southern—set quantitative standards for school media expenditures. They generally follow the traditional pattern of recommending graduated per pupil appropriations based on enrollment size.

The quantitative standards for school media expenditures set by the regional accrediting agencies are difficult to compare because they are so varied. One includes equipment while another excludes basic textbooks and equipment. Some indicate that the amount recommended pertains only after establishment of the recommended basic collection of media. Another has guidelines for expenditures for new schools.

The five regional accrediting associations all published their standards from one to two years later than the issuance of the AASL–DAVI (1969) standards; however, the latter publication appears not to have influenced the base used for formulating standards for school media expenditures (using a percent of the national average for per pupil operational cost), nor a higher level of expenditure.

Even though the standards for expenditures of the regional accrediting agencies are slightly higher than in 1964, the basic appropriation and the decreasing appropriation generally required with increased enrollments means that the requirements are still insufficient to maintain an adequate instructional materials collection. As examples, a Southern secondary school enrolling 600 pupils and a North Central elementary school enrolling fewer than 300 pupils would be required to spend only $1,450 and $1,800 respectively, for books, periodicals, and audiovisual materials, amounts which would permit only the most minimal annual additions or replacements of media.

School Media Facilities and Furniture

The North Central and Southern regional accrediting agencies have qualitative and quantitative standards concerning school media facilities. The statements concerning facilities in the Northwest Association are entirely qualitative. The standards of the New England and Middle States Associations each include a sentence pertaining to media center facilities.

Standards drafted for member elementary schools by the North Central Association require a media center large enough to accommodate at least forty children at one time; however, schools enrolling over 650 pupils must have a center large enough to accommodate at least seven percent of the children enrolled. Qualitative requirements cover accessibility or location within building, appearance, lighting, provision of areas for reading, listening, viewing, individual learning, and production of materials, and storage space for equipment and materials.

The North Central Association quantitative standards for facilities and furniture in both junior high/middle schools and comprehensive secondary schools are expressed in terms of number of student reading stations, but with additional qualitative statements

regarding provision for space for work routines, listening and viewing, independent study, and location of the media center in the building. The facilities standard for special function nonpublic secondary schools requires provision of a center which is "attractive, easily accessible, well-lighted, appropriately equipped, and spacious enough to accommodate a sufficient proportion of the school's enrollment at learning stations." For occupational schools, an attractive, easily accessible, well-lighted appropriately equipped center, large enough to accommodate 12 percent of the enrollment is required, with sufficient workroom and storage space. Progress criterion suggest provision of independent study carrels for a substantial number of pupils, rooms for small group discussion, and teachers' offices in close proximity to the library to foster close communication.

The Southern Association includes in its elementary school standards space provisions to allow at least 40 pupils to work at one time, plus additional space for workroom, storage, and other needs. The quantitative standard for secondary schools in the Southern Association specifies sufficient floor space to provide for 10 percent of the enrollment but not less than 40 pupils plus the additional space needed for storage, workroom and other areas needed.

Audiovisual Equipment for School Media Programs

Four regional accrediting associations have brief qualitative statements in their standards concerned with school media equipment, but they lack the specificity of the AASL–DAVI (1969) and many State standards. The New England Association standards for secondary schools and North Central standards for elementary schools contain no specific reference to media center equipment.

The North Central standards for junior high/middle schools require an "adequate amount of appropriate equipment for utilization of materials"; for occupational secondary schools "adequate and appropriate types of teaching and learning equipment to accomplish instructional objectives"; and for comprehensive secondary schools "equipment for production of a wide range of media."

The progress criterion of the North Central Association standards for regular secondary schools and vocational occupational secondary schools are unique in referring to advances in electronic learning devices and recommend appropriate efforts to incorporate them into the media program as well as stating that a modern information retrieval system should be an important objective.

Chapter 5

CURRENT STATE SCHOOL MEDIA STANDARDS FOR BUILDING PROGRAMS

Forty-seven States, Dist. of Columbia, Guam, and Virgin Islands currently have school media standards in effect or have tentative or proposed standards not yet officially adopted (table 5). The six State departments of education having standards in tentative or draft form are Mich., N.M., N. Car., Oreg., Pa., and W. Va. States and areas without standards for school media programs are Alaska, Ariz., Mass., American Samoa, Puerto Rico, the Trust Territory of the Pacific Islands, and the Bureau of Indian Affairs (BIA).

In the 1964 survey, Alaska, Mass., Puerto Rico, Utah and Virgin Islands had no media standards and the standards of five States—Ala., Maine, N.H., Vt., and W. Va.—were for secondary schools only.[1] (The 1964 survey did not include American Samoa, Guam, Trust Territory of the Pacific Islands, or BIA). Alaska and Mass. still have no State standards and Ariz. has not revised the bulletins published in 1952 and 1953 which were in use in 1964. Ala., N.H. and Vt. now have elementary as well as secondary school media standards and Maine, Utah, and W. Va. have common media standards applicable to both elementary and secondary schools. The standards cited for Virgin Islands were adopted by the St. Croix Library Association which asked the Virgin Islands Department of Education to adopt them also; however, no such action has yet been taken. In addition to the Virgin Islands, two States—Calif. and Conn.—have school media standards issued by professional library and audiovisual organizations.

Seventeen States have media standards issued by State departments of education which are part of general school standards (table 5). They are sometimes issued only as guidelines, e.g., Iowa, but some set mandatory levels which schools must meet for accreditation, e.g., Ga. Some States have various types of laws or regulations concerning school library or media staff, facilities, etc. For example, the Iowa School Law contains requirements for media staff and resource collections for secondary schools and there are Department of Education rules concerning elementary school library materials. The Regulations of the Commissioner of Education of New York as they pertain to school libraries were revised, effective February 18, 1974, to reflect current nomenclature for schools and the current certification title of "School Library Media Specialists." The minimum requirements for media collections and personnel in New York were not increased but the revision clarified an ambiguity concerning elementary schools and makes it clear that elementary schools are required to establish and maintain a school library.

Twenty-one State departments of education, including Dist. of Columbia and Guam, have issued school media standards which are separately published. Ark., Guam, and R.I. standards which are included in this group are part of ESEA title II publications. Missouri has standards for school media personnel and facilities and furniture published in a general administrative handbook, with standards for media center resources and expenditures published in a separate bulletin.

Georgia has general school standards which include media standards issued by two different sources —the Georgia Accrediting Commission and the State Board of Education which is responsible for the general supervision of the Georgia State Department of Education. The Georgia Accrediting Commission is independent of the State Department of Education but is closely tied to it.

State boards of education have also issued school media standards in four other States: Ind. (the State Department of Public Instruction has responsibility for carrying out State Board of Education Rules and Regulations); Mont. (State Board of Education has duties and powers relative to school accreditation); Tenn. (State Board of Education is associated with the State Department of Education for administrative purposes); and Utah (Office of State Board of Edu-

[1] Richard L. Darling. *Survey of School Library Standards.* Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1964, p. 5.

cation is analogous to the State department of education in other States).[2] In Indiana and Utah, the media standards are separate publications; in Mont. and Tenn., they are part of general school standards.

Alabama, Kan., N.H., Ohio, Vt., and Va. publish separate handbooks for elementary and for secondary schools containing general standards and including media standards. Kansas, Ohio, and Vt. have in addition separate publications relating to junior high or middle schools (table 5). Iowa is the only State issuing elementary school media standards and secondary school media standards in separate publications and apart from general State school standards.

Many States have other publications on media programs which serve to amplify standards, e.g., bulletins on facilities, organization of materials, bibliographies, etc. California and Nebr. have separately published evaluative instruments for school media programs. *Standards for Educational Programs in Illinois* contains a self-evaluation form to provide for recording data for measurement purposes and for a statement of short-range goals as evidence of planning for continued programs. *New Jersey Blueprint for School Media Programs* includes a checklist of quantitative standards arranged so that a self-evaluation can be made. Idaho and Texas media standards also have a planning guide.

There are 35 States and outlying areas with standards issued since 1969: Colo., Ky., S. Car., and Tex. have the newest standards; N.H. is using secondary school standards issued in 1962. Nine States —Ala., Ark., Ind., La., Minn., Ohio, Vt., Wash., and Wyo.—are using standards issued between 1964 and 1968. A small number of States and the District of Columbia have standards that are undated.

The media standards of many States reflect the new terminology—media center, media specialist, etc.—introduced by the 1969 standards. Several States qualify the use of the newer vocabulary and further complicate the terminology by using such terms as "library media center," "library media specialist," etc. The remaining States continue to use the older terms such as library, librarian, etc.; however, the philosophy of a unified media program is often inherent in the recommendations for resources, facilities, personnel, etc.

The categories pertaining to school media programs treated in State school media standards—programs of service, personnel, resources, expenditures, facilities and furniture, and organization and schedule—are shown in table 1. Although many States follow the modern practice of formulating media standards which are equally applicable to elementary and secondary school programs, a number of States have different requirements or recommendations in some categories for different school levels. Ohio, for example, has different standards in several of the seven categories for elementary, junior high schools, and high schools. In a few instances, States have standards in one or more categories for elementary or secondary schools but have no standards for the same category for the other level. New Hampshire, for example, has a statement pertaining to the media program of services for elementary schools but has no similar statement for secondary schools.

The 50 States and areas with media standards all have standards for school media center resources and personnel (table 1). Forty-six States and areas have standards for school media facilities and furniture. Standards for expenditures for resources and for school media programs of services are promulgated by 41 and 35 States and areas, respectively. Fewer States or areas have standards in the categories of audiovisual equipment and scheduling and organization than the other categories.

Program of School Media Services

Items related to school media programs of services include the quality and scope of the program of guidance in reading, listening, viewing and instruction in the use of media resources. Statements relating to these items occasionally are labeled as program but they also appear in introductory material, statements of philosophy, lists of duties and responsibilities of professional media staff, or other sections of standards. State standards are somewhat more explicit about the program of media services than was noted in the 1964 survey. Although they are more detailed than the statements of program in the standards of the regional accrediting agencies, they tend to be brief and are not usually adequate guides for program development. They range from a few sentences, e.g., Ark., Minn., N. Dak., to Ohio's rather lengthy prescriptions for library skills to be introduced at each elementary school grade. Some States issue manuals apart from standards which have more detailed descriptions of program.

[2] Sam P. Harris. State Department of Education. *State Boards of Education and Chief State School Officers, Including Reference To Legally Created Statewide Coordinating Agencies for Higher Education.* Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1973.

A few States, e.g., Calif. and Ind., have standards or recommendations concerning the program of media services in the form of goals or objectives. In others, e.g., Iowa, Ky., Tex., Wis., the program of services is categorized by listing services to pupils, teachers, or administrators. The W. Va. standards for the program of media services are unique in their presentation of expected measurable outcomes of the media program for the primary, intermediate, and secondary school level.

The phase of the program of media services most frequently referred to in State standards is probably instruction in the use of media center resources. Twenty-five States and the Virgin Islands recommend such instruction although several appear to refer only to the use of printed materials. In some instances, the recommendations for instruction in the use of media resources and services is the only reference made to the program.

The second most frequently mentioned area of program is curriculum planning, or planning with teachers for the use of media. The Illinois standards recommend assistance to teachers in planning and presenting instructional units. The standards of 16 States refer to the participation of professional media staff in curriculum planning and work with teachers. Nine States make specific reference to inservice education programs in media resources and services and at least three States—Illinois, Louisiana, and West Virginia—require that all curriculum and textbook committees include a media specialist.

Reading guidance is included in the program standards of 16 States; the standards of 13 States also refer to guidance in listening and viewing or guidance in the use of audiovisual materials. The production of materials is mentioned as a program component by only five States; however, 17 other States have requirements for the equipment and facilities needed for production.

Some standards include a number of other activities in school media program standards but no one activity is recommended by more than a few States. A small number of States mention liaison and advisory services with other agencies for use of supplementary resources in the community. Fewer statements refer to the participation of pupils as media assistants than in the 1964 survey, probably influenced by the following statement in the 1969 standards:

> Unpaid student media assistants (both student library assistants and audiovisual assistants) are not the equivalent of media aides. If schools feel it advisable to provide students with a volunteer service program in the media center, such activities should receive service and not academic credit and should not interfere with the academic program of students.[3]

School Media Personnel

Standards for 41 States, District of Columbia, Guam, and Virgin Islands include quantitative recommendations for requirements for the number of media specialists needed in schools in relation to enrollment, number of teachers, or other factors (table 8). Ratio of media staff to number of teachers, is used by eight States, 5 for elementary schools only (table 6). Most of these States also have quantitative recommendations for supporting clerical and technical personnel. Standards in 32 States and areas refer to State certification as a teacher as well as a librarian, audiovisual specialist, or media specialist; 21 States make some specific requirement or recommendation concerning hours of library science or audiovisual (table 7). Some States list duties and responsibilities of media specialists.

State standards for school media personnel in effect in 1974 generally do not contain specific certification requirements. These appear to be issued in separate publications by State departments of education, usually within the same certification structure as teachers and other school personnel.

The personnel standards of W. Va. illustrate the trend toward competency based certification requirements. West Virginia makes no quantitative requirement for professional and support personnel except that media staff for county (school district) and building media programs are to be staffed in accordance with requirements of AASL-DAVI (1969). Competencies are stated for the media specialists serving elementary and secondary schools: elementary or secondary school teaching; know-how and ability to select, organize, and process all types of media; ability to work with teachers and students; knowledge and ability to use newer educational media and techniques, including operation of equipment; and comprehensive knowledge of print and nonprint materials at elementary and secondary levels and their implications for curriculum.

Only one State—La.—makes recommendations for the number of hours in each of the various areas

[3] American Association of School Librarians and Department of Audiovisual Instruction. *Standards for School Media Programs.* Chicago and Washington, D.C.: American Library Association and National Education Association, 1969, p. 16.

of library science education to be included in the professional education of school librarians (table 7). Seventeen other States list total semester or quarter hours of library science and/or audiovisual education to be included. The standards of seven States refer only to education in library science and make no reference to education in unified media service. In a few instances, reference is made to the need for training in curriculum, instructional methods, and psychology, or other areas as well as library science and audiovisual education. Washington, for example, recommends that course work include competencies in media (print and nonprint), selection, cataloging and classification of media, reference, media utilization and production, curriculum, and administration. The number of hours of training specified is frequently related to enrollment size of the school and to school level; however, the trend is toward a common minimum regardless of school size or level.

Twenty-six States have common requirements or recommendations for number of professional media staff for elementary and secondary schools (table 8). Eighteen States have separate standards for different school levels; Ark., Miss., N.Y., and Vt. have quantitative requirements or recommendations for personnel for secondary schools only. Maine, Okla. (for secondary schools), and Tex., have quantitative requirements for both librarians and media or materials specialists.

Part-time professional staff is most often recommended for schools under 300–350 in enrollment, although a few States allow part-time professional staff in somewhat larger schools. The second full-time professional staff member is usually required or recommended when schools reach an enrollment of 500 or more.

Two States in the Northwest—Idaho and Nev., three in the North Central area—Iowa, Mich., and W. Va., and one State or area in three of the other four regions—Conn. (New England), N.J. (Middle States), and Guam (Western)—have the same or very nearly the same quantitative standard for media staff as AASL–DAVI (1969); however, the AASL–DAVI (1969) level applies only in the advanced phase for Idaho, Iowa, and Mich. The Connecticut recommendation is for a slightly more favorable ratio of staff to pupils than the AASL-DAVI (1969) requirement.

In the 1964 survey it was noted that a number of States were influenced by the regional accrediting agencies in setting personnel standards. Although the North Central Association has adjusted the required ratio of staff per pupils more favorably, ten States in the region—Ark., Iowa, Kans., Neb., Mo. (for secondary schools), N. Mex. (for secondary schools), and Ohio—still set the same level as the Association set in 1964—1 professional for 500 pupils. Most of the North Central States also continue to use the same requirement for a part-time professional staff for elementary schools. District of Columbia also uses this system for both elementary and secondary schools. The four Southern States—Ga., La., Tenn., and Va.—differ markedly in the ratio of full-time media staff needed per number of teachers. The Va. standard for elementary school media staff—1 full-time professional to 12 or more full-time classroom teachers—is the same as the Southern requirement; the ratios for the other States are less favorable.

Alabama, Fla. (for both elementary and secondary schools), Ga., and Tenn. have the same requirement for secondary schools as the Southern Association, 1 full-time professional for schools enrolling 300 pupils. Mississippi uses a more favorable ratio and La., N. Car. (elementary and secondary schools), S. Car. and Va. use less favorable pupil-media professional ratios.

The Northwest Association uses the graduated requirement for staff with the number increasing with enrollment. The first full-time staff member is required when the enrollment reaches 251 and must be a media specialist; after that, the choice of whether additional staff is to be clerical or professional is not specified. All States in the Northwest use enrollment as a base for setting standards; however, all differentiate among professional and clerical staff. Mont. is the only State in the region with separate standards for elementary and secondary school media staff. Mont. elementary schools require the first full-time professional media position when enrollment reaches 500; secondary schools enrolling 301 pupils are required to have a full-time professional. Nevada, Oreg., and Wash. use very favorable ratios for professional staff requirements. The Idaho basic requirement is 1 media specialist per each 500 pupils or major fraction thereof. Utah's Phase I requirement is lowest in the region, ranging from 1 professional per 1,000 pupils in Phase I to 1 per 400 pupils in Phase IV.

Standards in 42 States and areas contain quantitative or qualitative recommendations or requirements for paid supporting personnel for school media programs, including clerks, aides, and technicians (table 9). Thirty States, Guam, and Virgin Islands

have common requirements for supporting staff for elementary and secondary schools; the other States have different requirements for the different levels, except for N.H. which has a requirement for supporting staff for elementary schools only; Ala., Ark., R.I., Vt., and Va. which have requirements for supporting staff for secondary schools only; and the Mo. standard which applied only to Class AAA elementary and secondary schools.

School Media Resources

More States and areas have standards for school media center resources and personnel than in any of the seven categories (table 1). Nineteen States have different requirements for elementary and secondary schools; 8 of these States have requirements for media resources in junior high schools that are different from the separate requirements set for elementary and secondary schools. Vt. has no standards for media resources in elementary schools but has differing requirements for junior high schools and secondary schools.

State standards for media center resources are both quantitative and qualitative. Quantitative standards are most frequently formulated by type of material. For example, most States have recommendations or requirements relating to number of books, periodicals, newspapers, and audiovisual materials, either by recommending the number for size of a basic collection or number of each type of material per pupil or both (table 10). Fla., Iowa, Md., Mont. and Pa. are unique in having quantitative recommendations based on "items." A book, a film, record, a filmstrip or other unit of media constitutes an item. The standard is based on total number of items, regardless of type, in order to give schools flexibility in building the type of collection most suited to its individual need.

Qualitative standards for resources include such criteria as recency of information, quality of content, pertinency to subject areas of curriculum and the instructional program, appropriateness for educational level, interests of pupils, and technical quality. Many States also include qualitative criteria related to selection policies, accessibility, and methods of administration.

In a small number of States, standards for media collections include recommendations or guidelines on the selection and scope of media collections. Delaware, Fla., Idaho, and Kans. are among States that require schools to develop written policies regarding selection and use of educational media. The Md. standard for the development of collections cover initial and developing collections, as well as recommended quantities of media.

State standards for quantities of library books are based on numbers of volumes, books, and titles, either per pupil or a total requirement for a basic collection, or both. School level and enrollment are frequently factors in the requirements. Many States exclude textbooks and government documents from the volumes to be counted.

Thirty-six States, District of Columbia, Guam, and Virgin Islands have quantitative standards for numbers of volumes, books, or titles to be represented in the media collection. Of these, 24 States or areas have a standard that applies to schools of all grade levels. Idaho has the same recommendations for all school levels in the Phase I category but makes different recommendations for elementary, junior high, and senior high schools in Phase II.

The AASL–DAVI (1969) standard recommended for books in schools of 250 pupils is at least 6,000–10,000 titles representing 10,000 volumes, or 20 volumes per pupil, whichever is greater. Two States—Conn. and N.J.—use this same standard. Ten other States either set the same or very nearly the same standard or set the same standard in an advanced phase. Standards in some other States, especially for elementary schools, tend to follow the pattern of the regional accrediting agencies and are far below the AASL–DAVI (1969) recommendation. A few States still have requirements below 10 books per pupil, the standard recommended by the 1960 standards promulgated by the American Association of School Librarians. Ala. and Miss., for example, require only five books per elementary school pupil. Ark. specifies a minimum collection of 350 books for elementary schools.

A few States have qualitative and quantitative standards relating to scope of collection. Nebr., N. Mex., and Okla. are among States which set guidelines for number or percentage of books or titles which should be available in various subject classifications. S. Car. requires that all volumes selected for elementary schools be selected from approved State lists, a practice abandoned in other States; a few States, e.g., Mont., specify that the majority of titles should be selected from certain selection aids. There are several Sates with recommendations concerning up-to-dateness of books, usually specifically referring to sets of encyclopedias or other reference books. A few States have both quantitative

and qualitative standards relating to new collections and to duplication of titles. Few State standards make references to paperback books.

A number of States, especially States with large rural areas and many small elementary schools, have statements in their standards regarding supplementary service or the loan of books from other agencies. At least two States—Montana and Nebraska—indicate that materials borrowed from bookmobiles are considered in reaching minimum totals. The Georgia Accrediting Commission has established a requirement of five books per elementary school pupil and further states that "affiliation with a public or traveling library service is considered a highly valuable adjunct to the school library, but it is not acceptable toward satisfaction of this standard."

The 1964 survey indicated that some States included standards for sets of supplementary textbooks; however, it now appears that only one State has quantitative requirements for sets of supplementary readers for elementary schools.

District of Columbia, Ill., Miss., Ohio, Oreg., Tex., and Va. are among States or areas that specify number and/or type of reference books which are to be made available, e.g., dictionaries, encyclopedias, atlases, etc. Although Miss. suggests seven encyclopedias which should be available for schools consisting of grades 7–12 or grades 9–12, the practice of suggesting specific titles has declined since it tends to limit the freedom of schools to select materials appropriate to their individual needs. Some States, e.g., Ohio and Va., include guidelines for the replacement of encyclopedias. The Texas standards include a very specific listing of the various types and quantities of reference books which should be included in the school media center collection.

State standards for periodicals and newspapers are more specific than those set by the regional accrediting agencies. The prevailing tendency of States in formulating quantitative standards for periodicals and newspapers is to follow the example of the AASL–DAVI (1969) standards and set graduated requirements for the different school levels, with fewer titles required for elementary and junior high school media centers than for media centers in secondary schools. There are 36 States with quantitative standards for periodicals for elementary or secondary schools and 34 States with quantitative standards for newspapers. In Miss., S. Car., and Vt., the quantitative requirement for periodicals applies only to secondary schools. In six States, the quantitative standard for newspapers applies only to secondary schools.

There are few States with quantitative standards for periodicals that approximate closely the AASL–DAVI (1969) requirement of 50–75 periodical titles for K–8 elementary schools, 100–125 titles for junior high schools, and 125–175 titles for secondary schools, with necessary indexes and duplication of periodical titles and indexes as needed. Among States most closely approaching this level are Conn., Hawaii, N.J., N. Car., and Texas.; however, the standard is also approached in the more advanced level standards promulgated in Ill., Iowa, Mich., and S. Dak.

In 1964, only 14 States recommended newspapers in elementary school library standards and 29 States and District of Columbia in secondary schools. In 1974, 29 States have quantitative standards for newspapers in elementary schools and 34 in secondary schools, indicating at least some increase in the relative importance attached to the use of newspapers in schools. State standards tend, however, to promulgate a somewhat narrow point of view with regard to the range of coverage in newspapers to be represented in media collections. South Dakota, for example, specifies only local or county coverage in newspapers recommended for elementary schools and only local and metropolitan coverage in newspapers recommended for secondary schools. Virginia specifies local and State coverage for all schools —elementary and secondary.

Only three States—Nev., N.J., and N. Car.—recommended local, national, and State coverage in newspapers recommended for all schools, the AASL–DAVI (1969) recommendation. This recommendation has been made in AASL standards since 1945, except that the 1960 standards recommended international coverage. Iowa and Mich. use the AASL–DAVI (1969) recommendation for schools in the more advanced categories; Conn., District of Columbia, Minn., Miss., N.Y., N. Dak., and Wash., make a similar recommendation for secondary schools only. The Ill. standards give greater attention to the selection of newspapers than any other State, suggesting that small schools supplement local and State daily newspapers with a Sunday edition of a national coverage and that large schools may find it advisable to include a foreign newspaper and the *New York Times Index*.

Table 10 shows the number of States which have quantitative standards for professional materials for the school faculty. These are generally for books and

periodicals only. A number of other States refer to professional materials in their standards but either mention no specific items or simply list types of material considered desirable. Mich. and Wis. have quite detailed lists of items to be included in addition to books, e.g., access to ERIC documents; courses of study; curriculum guides; government documents; educational materials from State and community; television and radio program guides; catalogs of materials; field trip evaluations; indexes of community resources; brochures of museums; professional newsletters and printed announcements; information on programs for continuing education; films and filmstrips.

Connecticut, Hawaii, Ill., Mich., N. Dak, and Wisc. use almost the identical requirement of AASL–DAVI (1969) for pamphlets, clippings, and miscellaneous material for the school media collections. No quantitative standard is given but there are listings of materials, e.g., government documents, catalogs of colleges and technical schools, vocational information, clippings, and other items appropriate to the curriculum and interests of students.

In spite of the fact that media standards of regional accrediting associations give almost no attention to requirements for audiovisual materials, it is in relation to audiovisual materials that State standards for resources have changed the most over the last 10 years. The 1964 survey reported that only 16 States had standards for audiovisual materials for secondary schools.[4]

In 1974, 23 States have quantitative standards for audiovisual materials which generally apply to both elementary and secondary schools and to many types of such media, notably filmstrips, 8mm films; maps and globes; picture sets, study prints, and art prints; recordings; and transparencies. Most of these States and about 15 others have qualitative standards applying to other specific types of audiovisual materials as well as to collections of audiovisual media, in general. Ohio, for example, has specific quantitative requirements for some types of audiovisual materials for elementary schools but has no similar standard for junior high and high schools, stating that each school should:

> . . . have adequate audiovisual instructional . . . materials so that a wide variety of instructional uses can be continuously and effectively be made at all appropriate times by the staff.

Although generally not as high, State standards for audiovisual materials tend to follow closely the recommendations of the 1969 standards. For example, 20 States, D.C., and Guam, have quantitative recommendations for filmstrips. Of these, 14 States and Guam set the standard in two or more phases or levels representing basic or minimum requirements and advanced or exemplary requirements. For Conn., Hawaii, N.J., and Ohio (for elementary schools), the standard for filmstrips—from 500–1,000 titles, representing 1,500 prints or 3 prints per pupil, whichever is greater—is identical with the 1969 AASL–DAVI standard and the advanced or higher level requirement in Idaho, Ill., Iowa, Mich., Nev., N.Y., S. Dak., Utah, Wis., and Guam is either identical to or closely approximates it.

Twenty-one States and Guam make a quantitative recommendation for recordings and 15 States have a quantitative standard for 8mm films. These quantities for both items are nearly identical with those recommended by AASL–DAVI (1969). States with quantitative standards for specific audiovisual items tend also to emulate AASL–DAVI (1969) in noting that although certain media forms—graphics (posters, photographs, charts, diagrams), programmed instructional materials, realia, remote access programs, etc.—make a unique contribution to the instructional program and an abundant number of each item should be available in the media center, their nature or evolving or transitional stage makes it inappropriate to give specific quantitative recommendations.

Where States have standards for district school media collections of media, more attention is usually given to quantitative recommendations for 16mm film; however, a number of States list films as an appropriate item for school media center collections and 18 States and Guam specifically refer to acquisition of 16mm film at the building level. Two States —Nev. and N.Y.—do not recommend 16mm film collections for individual schools but state that films should be quickly and easily available whatever the source. The Ohio requirement for elementary schools calls for access to a centralized source which contains a film collection related to the curriculum. State standards for Conn., Hawaii, and Maine note that 16mm film collections depend upon district provision, extent and frequency of use of film, availability of a system media center, or the availability of space and personnel in individual schools to handle film distribution. The standards of Ky. require only that funds be available for film rental and that purchase may be considered when a film is used more than five times a year.

[4] Darling, *op. cit.*, p. 181.

Eleven States, District of Columbia, and Guam promulgate a quantitative requirement for 16mm films; however, D.C. notes that the 500 titles and one additional film for each teaching station above 500 (plus duplicates) required will be housed in and circulated from the audiovisual center. Indiana couples films and filmstrips together in the requirement of 1 to 1-1/2 items per pupil. Of the 11 remaining States and areas with a quantitative recommendation for 16mm films, the requirements in Calif. (for secondary schools in Phase II), Idaho, Ill. (Phase III), Iowa, Mich., N.J., N. Dak., Tex., and Guam are identical with or closely approximate the 300 titles recommended by AASL–DAVI.

Thirteen States use a general qualitative standard for microform which is generally identical to the AASL–DAVI (1969) requirement. The recommendation is concerned primarily with periodicals (usually referring to those indexed in *Readers' Guide to Periodical Literature*) and newspapers on microfilm as needed for reference. California specifies that new technological developments make microfilm desirable and practical, especially for new collections.

School Media Expenditures

Seven States and Guam have imitated the method utilized in the AASL–DAVI (1969) standards for determining the level of expenditure needed for resources for school media centers, basing the amount needed to maintain an up-to-date media collection on a percent of the national average for per pupil operational cost (table 11).

Idaho and Guam use a standard identical to the AASL–DAVI (1969) requirement; the Md. requirement exceeds it. Ill., Iowa, N.Y., S. Dak., and Tex. have a lower requirement for the minimum stages but the use of the AASL–DAVI (1969) standard for advanced levels. N. Car. uses the same basis for setting the requirement but the standard is lower. Ohio (for elementary schools), Wyo., and Virgin Islands have a standard for printed materials based on a graduated per pupil allotment with a separate standard for audiovisual materials based on a percent of the total per pupil instructional cost.

The remaining States with quantitative standards for expenditures for school media resources are based on an amount covering all types of materials or separate amounts for each type of media. Some use a total appropriation; most use a graduated per pupil allotment which decreases for higher enrollments. Minnesota and N. Dak. set a minimum amount per teacher for ungraded and rural schools. Oklahoma sets a minimum per classroom unit for elementary schools.

States do not appear to have patterned standards for media expenditures after regional standards as closely as in 1964. Georgia uses the Southern Association standard for secondary schools and La. closely approximates it for both elementary and secondary schools. Montana uses the Northwest standard for secondary schools with a basic program. Missouri uses the North Central secondary requirement for Class A schools but makes a higher requirement for schools classed AA and AAA. New Mexico uses the North Central secondary standard but makes a different requirement for elementary schools.

A comparison of standards for annual expenditures for school media resources is difficult because of the differences in the items included in the sums recommended. Some States, for example, include expenditures for binding, film rental, and supplies in the figure recommended. A few States specify that Federal funds may be counted toward the standard. Many States do not make it clear that the standard recommended or required is for the maintenance of a collection following establishment of a basic collection.

The 1964 survey identified a trend toward using the same standard for expenditures at the elementary and secondary school level. This trend continues; only 17 States or areas have different amounts set for elementary and secondary school levels.

The 1964 survey also indicated that only a very small number of States provided recommendations for expenditures for audiovisual materials.. Although a few State standards continue to specify amounts for printed materials only, the majority of States either make a basic requirement for media, with no directions concerning amounts or proportions to be spent on printed and audiovisual materials, or have a separate standard for materials of each type. New Mexico, for example, requires an annual expenditure of $20 per pupil for nonbook material until the AASL–DAVI (1969) standard for quantities of materials is met.

The most striking characteristic of State standards for school media expenditures is their lack of uniformity and the small amounts specified in many States. Only where States have adopted national standards is there a degree of uniformity. The recommendations or requirements for expenditures, especially for elementary schools are frequently insuffi-

cient to provide for the media needed. There are eight States using a recommendation or requirement of $3 per pupil or less for elementary school expenditures.

School Media Facilities and Furniture

State standards for school media facilities and furniture make recommendations for environment, i.e., appearance, lighting, acoustical treatment, temperature and humidity controls, location and space; and furniture. Of States and areas with standards, only four—Ark., District of Columbia, Kans., and R.I.—make no reference to school media facilities and furniture.

More space is devoted to facilities than to furniture but a few States have some detail regarding specifications for tables, chairs, and shelving. State standards tend, however, to avoid detailed specifications for items of furniture and shelving since such information is often printed in other State publications on general school facilities and media facilities. Iowa, Md., and N.Y. are States where useful bulletins on school media facilities have been published within the past two years.

Eighteen States and Guam have fairly detailed recommendations on facilities. Three States—Ky., N.Y., N.J., and Guam follow the AASL–DAVI (1969) pattern of stating functions of areas of space for the media program, giving notes on any special aspects, and space requirements in square feet. Although the standards for media facilities of the Middle States, New England, and Northwest regions are extremely brief, some States in each region include more detail, e.g., Md., N.J., and N.Y. of the Middle States; Maine and Vt. in New England; and Utah in the Northwest.

Most States include recommendations or requirements or at least refer to such areas as reading rooms, workroom and storage areas, office space, conference rooms, and large group areas or classrooms. What is new in State standards for facilities since the 1964 survey are the frequently rather detailed provisions for the storage, production, distribution, maintenance and repair, and areas for small group, large group, and individual use of audiovisual materials.

Another new emphasis in State standards for media facilities concerns units to accommodate individual study, equipped with power and capability of electronic and response systems and television outlets. A few States follow the AASL–DAVI (1969) example and recommend television and radio studios, computerized learning laboratories, and storage and control centers for remote access systems.

Audiovisual Equipment for School Media Programs

The attention given to audiovisual equipment in State school media standards in effect in 1973 is remarkable and far more extensive than the recommendations made in standards of regional accrediting agencies. Twenty-seven States include quite specific quantitative requirements for some types of audiovisual equipment, e.g., projectors of various kinds, filmstrip and slide viewers, television and radio receivers, tape recorders and record players, micro-readers and reader-printers, closed-circuit television equipment, copying machines, and local production equipment. In fact, some standards formulated up to four years ago are so specific about types of audiovisual media than in a few cases the equipment recommended has been supplanted by more sophisticated technology, e.g., 8mm film equipment and equipment for local production. A number of other States have some qualitative recommendations for equipment or list the various kinds of equipment needed but without specific quantities.

State standards for audiovisual equipment are frequently given for schools in two or more stages of program development, a basic standard for schools with a functioning but more traditional program and advanced requirements for schools with innovative instructional approaches. Most recommend the same quantities of equipment for elementary as for secondary schools except for certain types of equipment thought to be more useful at one school level than another, e.g., listening stations, micro-readers and reader-printers. State standards generally recommend a ratio of quantities of equipment per teaching station with a figure cited for the quantity to be available in the media center; however, quantities per classroom, per number of pupils, per floor, and per school or building are used by some States as the basis for determining quantities of some items.

A comparison of State standards for classroom type overhead projectors, copying machines, and equipment for local production is interesting. More States—23—have quantitative standards for overhead projectors than for copying machines and local production equipment. Sixteen States have quite specific quantitative standards for local production

equipment; however, only 12 States have quantitative recommendations for copying machines. North Dakota cites the AASL–DAVI (1969) standard for all three types of equipment and the standards of several other States closely approximate them. Ohio uses the standards for personnel, equipment, and materials adopted by DAVI in 1965 for junior high schools and high schools.

State quantitative standards for classroom type overhead projectors and copying machines tend to follow closely the pattern of the AASL–DAVI (1969) requirements, providing a ratio of items of equipment needed per number of teaching stations, with the additional quantities need for use in the media center. The requirement for local production equipment usually lists the individual items needed per building, e.g., dry mount press, cameras of various types, camera copy stand, transparency production equipment, film splicer, tape splicer, etc.

School Media Center Scheduling and Organization

The 1964 survey divided State standards pertaining to organization into two types—those with general statements that the library should be well organized and those with more detailed recommendations or requirements.[5] Although there are 29 States with references to the organization of media in their current standards and some have slightly more detail than others, it is difficult to draw this distinction (table 12).

Without exception, all current State standards for organization of media are brief. A few States follow the practice of referring to another State handbook or guide which provides details on organization of media collections. The States with any guidelines beyond simply recommending that the media collections be well organized for effective use, generally list briefly such items related to organization as card catalog, shelf list, accession record, inventory record, circulation system, and classification system. A number of States, North Dakota, Washington, and Wisconsin, e.g., recommend centralized processing of media, either by the school district, a commercial film, or a cooperative arrangement with other school districts or agencies.

Twenty-three States and District of Columbia have recommendations or requirements regarding hours of service from the media center and arrangements for its use. They range from a sentence recommending that the media center be open throughout the school day to more detailed statements dealing with hours before and after school, during the evenings, on weekends, and during summer vacations. Some States make prohibitions regarding the use of the media center as a study hall. A few States have recommendations concerned with flexible scheduling, recommending that teachers bring classes or send groups or individuals to the media center at times best suited for the purposes of instruction rather than adherence to a scheduled assigned media period. It has been suggested that the latter practice, which is still in use in a good many elementary schools, and perhaps some secondary schools, serves as a deterring factor on the impact of materials in the instructional program.[6]

[5] Darling, *op. cit.*, p. 24

[6] U.S. Department of Health, Education, and Welfare, Office of Education. *Descriptive Case Studies of Nine Elementary School Media Centers in Three Inner Cities, Title II, Elementary and Secondary Education Act of 1965; School Library Resources, Textbooks, and Other Instructional Materials.* Washington, D.C.: The Department, 1969, p. 180.

Chapter 6

CURRENT STATE STANDARDS FOR SCHOOL DISTRICT MEDIA PROGRAMS

State standards for school district media programs are not highly developed. There are only eight States —Colo., Fla., Ill., Ind., Md., Oreg., and Pa. and Tex.—with specific standards in two or more areas for school district media programs; however, the standards of several other States contain implication in the standards for school building programs that appear to recognize that a school district or regional media program may be in operation. For example, some States with no other specific provision for school district media services refer to district or regional film libraries, district or regional professional collections, or recommend centralized processing of materials through district or regional centers. D.C. and La. recommend supervisory personnel for the district media program; La., further, cites qualifications for such staff, and refers briefly to a professional collection in the school district central office but has no other recommendation for school district media services.

The media standards of Ill. and Md. contain more extensive provision for district programs than other States. Both have district media standards for program services, personnel, resources, expenditures, and furniture and facilities.

State media standards that follow the AASL–DAVI (1969) pattern of setting the standard for media expenditures do not always make it clear whether the figure recommended includes both the individual and the system media center. The Md. recommendation for expenditures is clearly an overall total for the district, including individual schools. The new Colo. standard for minimum media expenditures is from one to three percent of the district's budget for the function of instruction; however, it is noted that one percent would be insufficient to cover the district's budget as well as building budgets. Ill. recommends the equivalent of five percent of all building media budgets for the district media budget.

Ten States—Colo., Fla., Idaho, Ill., Ind., Kans., Md., Oreg., Pa., and Texas—have descriptions of the school district program of services. Colorado has an extensive list of 23 services. Indiana defines the system-wide program as provision of supervision, system materials center (including materials too expensive for the single unit), purchasing and processing of materials, and services for small schools. The Fla., Idaho, and Kans. standards refer to inservice education and coordination of purchasing, preparing, and cataloging materials and equipment. To these services, Idaho adds development of goals and objectives, and both Idaho and Kans. make evaluation of media programs a district responsibility; Ill. includes materials production and involvement in media staff recruitment and selection. The recent Texas standards list five areas of district program responsibility: application of telecommunication to campus instructional programs; development and production of media; design of media facilities; continuing education; and circulation of resources from the district collection. The Oreg. and Pa. standards contain only a very generalized reference to the district media program.

The Fla. standards also contain the program service of interpreting for school personnel and lay groups of the ways the media program contributes to quality education; development of policy statements regarding selection and use of media, including procedures for handling problems of censorship; provision of consultative services; cooperative planning with other school personnel; delivery services of materials from district media centers; and maintenance service for equipment and materials. The Md. standards envision a similar program and contain all of these services as well as provision of a collection of professional materials and services for teachers; additional materials for loan to small schools; loans of expensive or infrequently used materials to all schools and sample materials for examination and review; computer assisted instruction; and television services.

Colorado, Ill., and Md. have quantitative standards for school district media personnel; however,

they are difficult to compare. Maryland recommends school media staff for administration; supervision; film library services; professional library; examination, processing, and media production centers; equipment, printing, and television services; and inservice education. For supervision alone, one professional per 25 schools is recommended. Illinois recommends district coordinators for districts with six or more buildings and for districts with 25 or more buildings, an additional coordinator for secondary schools and one for every 20 elementary school buildings. Colorado recommends staff for the district media program based on number of teachers employed.

Illinois recommends staff for centralized purchasing and processing on the basis of the number of building media centers for which such services are provided; Md's standard for personnel is based on number of items processed annually.

The Md. standards set forth criteria for selecting materials and equipment for the district media center, with quantitative specifications for 16mm film and professional books and magazines. It is suggested that quantitative provisions for 16mm film and staff for the film library could be drastically reduced if film service could be provided via closed circuit television.

Colorado and Mo. name some specific types of media for district centers: transparencies, realia, 8mm and 16mm films, and other materials—but not amounts; Colo. and Tex. also identity categories of materials, e.g., a more extensive collection of materials than building centers; materials not purchased by building media centers because of cost, rarity, infrequency of use, or specialized handling and/or storage requirements. Florida also cites types of materials but makes specific quantitative recommendations for film. The Ill. school district standards for resources are brief and chiefly descriptive of criteria for selecting items for inclusion.

Both the Ill. and Md. standards have brief references to facilities for the school district media program. Ill. requires facilities to accommodate such services as centralized processing; materials evaluation and production; inservice education; storage of equipment for the district program; and circulation of specialized resources. To this list, the Md. standards add administrative offices and areas for reading, viewing, and listening.

Chapter 7

SUMMARY AND CONCLUSIONS

Standards for school media programs developed jointly by the American Association of School Librarians and the Association for Educational Communications and Technology have had greater influence on State school media standards than on the media standards of regional accrediting agencies. The media standards of some States tend to be geared to standards of regional accrediting agencies but media standards of States also appear to influence the standards of other States.

Changes in National, Regional, and State Standards, 1964–75

Publication in 1969 of *Standards for School Media Programs* was a notable event in the history of standards. The cooperation of two major professional organizations—the American Association of School Librarians and the Department of Audiovisual Instruction, National Education Association (now the Association for Educational Communications and Technology) in developing school library and audiovisual standards for a unified media program and presenting a new terminology to describe it was outstanding. The 1969 standards set higher quantitative levels, continued the use of a combination of qualitative and quantitative standards, and presented a new method for formulating standards for supportive staff and expenditures. The 1975 standards, *Media Programs: District and School*, also a joint endeavor of the two organizations, is a result of the recommendation in the 1969 standards that standards for media programs at higher organizational levels be developed.

Some changes have occurred in the media standards of regional accrediting agencies since the 1964 survey, but in other respects they have remained essentially unchanged. One regional agency not included in the 1964 survey is included in this study; the Western Association of Schools and Colleges now accredits secondary schools although it has no media standards. The Middle States Association of Colleges and Secondary Schools has revised its media standards for high schools and developed standards for junior high/middle schools. Both are brief statements concerning the seven categories to which media standards pertain. The statements in the bulletin issued by the New England Association of Schools and Colleges, Inc. are almost identical to those used in the 1964 survey.

The Northwest Association of Secondary and Higher Schools has made a change in the method of stating personnel recommendations. Both the Northwest and Southern Associations have strengthened their statements on program and made substantial increase in the required level of expenditures for media resources. The Northwest and Southern Associations have also added qualitative statements concerned with audiovisual materials. The Southern Association has increased the levels for media personnel for both elementary and secondary schools and added some qualitative statements on facilities to the elementary school standards. The requirement for number of volumes for elementary schools and expenditures for secondary schools for resources are the same as those reported in 1964.

The North Central Association of Colleges and Secondary Schools has been most active in making changes in media standards. Since 1964, North Central has issued standards for junior high/middle schools, vocational/occupational secondary schools, independent college preparatory schools, optional and special function schools, and a second draft of standards for elementary schools. All include media standards.

North Central has also revised both format and content of media standards for comprehensive secondary schools. A short statement on the program of services has been added and quantitative standards for personnel, resources, and expenditures increased. The guidelines for the proportion of book collections to be held in subject areas was dropped; a qualitative statement on audiovisual materials was added. North Central is the only regional accrediting agency to require secondary schools to develop a selection policy for resources.

The number of States and areas with standards in effect or in draft has increased from 43 in 1964 to 50 in 1974. Three States—Alaska, Arizona, and Massachusetts—have no State standards. Many States report that they are presently revising standards, e.g., Del., Nebr., N.H., etc. Others are revising certain phases of media standards; in Vt., for example, State Board action on media facilities is anticipated later this year. The Wyoming School Library Association may go on record to support the adoption of the AASL–AECT standards by the State Board of Education.

All States and areas with media standards either have common standards applicable to both elementary and secondary schools or have separate standards for elementary and secondary schools. A few States have separate standards for junior high/middle schools as well. There appears to be somewhat more of a tendency toward the use of media standards separately published from general school standards. At present, 23 States and areas are using media standards published in some type of general school standards while 27 States and areas are using media standards that are published separately.

State media standards tend to be essentially quantitative rather than qualitative; however, there is some evidence that States are moving in the direction of expressing standards in functional terms. Current State quantitative standards are more frequently accompanied by statements of philosophy, goals and objectives, etc. than in 1964. There appears to be more of an effort to describe the interrelationship of the media program and instructional program than in earlier editions of standards.

The categories covered in State school media standards have not changed greatly since 1964. The change in number of States having specifications for expenditures for resources and requirements or recommendations for scheduling and organization are most noticeable. There is little change in the number of States including description of the program of services in the standards surveyed in 1974 as compared with 1964. Newer State standards tend to describe program in slightly greater detail; however, most still fail to outline the program of services adequately.

An examination of the titles and subtitles of State standards shows that 25 use the term "standard" either alone or in combination with such other terms as accreditation, policies, rules, regulations, procedures, principles, etc. Ten States use "guidelines," a term which has apparently come into use since 1964.

Influences of AASL-DAVI (1969) Standards

Many States have adopted completely or partly the terminology of the national standards; the standards of several of the regional agencies continue to use such traditional terms as "library" and "librarian." Some States have adopted the new treatment given the AASL–DAVI (1969) standards for supportive staff and expenditures but no regional agency has done so.

A fair number of States have standards that are similar to the AASL–DAVI (1969) standards in format or content. In a few instances, e.g., expenditures, personnel, resources, the AASL–DAVI (1969) standard is used as the most advanced phase of the State standard. Even where State standards are lower quantitatively or lack the depth and scope of the 1969 standards, they still bear a strong resemblance or reflect the same philosophy. The Idaho standards published in 1972 and Kentucky standards published in 1974 illustrate this point. The standards of both States are lower quantitatively than the 1969 standards in several respects but reflect both the new terminology, a unified media program philosophy, and individualized approach to teaching and learning.

The cooperation of the American Association of School Librarians and Association for Educational Communications and Technology with the 1969 and 1975 standards stimulated cooperation between their counterpart State organizations. State standards prepared by professional organizations in Calif. and Conn. were developed jointly by State school library and audiovisual groups. State standards prepared by committees appointed by State education agencies show wide representation of library and audiovisual groups, other professional and civic groups, and private schools.

Influence of Regional and State Standards

The North Central Association, Middle States Association, Southern Association, and Northwest Association began use of standards in relation to school library programs in 1918, 1920, 1926, and 1935, respectively.[1] In those years, their standards

[1] Nora E. Beust. *School Library Standards, 1954.* Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1954, p. 2.

stimulated the development of State standards and greatly influenced their format and content. The 1964 survey noted the tendency of many States to copy their regional quantitative standards without regard for local needs and conditions.[3]

In 1974, State standards may be as much influenced by the standards of other States as by the regional accrediting agencies. For example, several States either cite in the preface of their standards the use of the standards of other States or list other State standards in the bibliography. The standards of Iowa and Maryland are among those that appear to have influenced other States.

Influence of ESEA Title II

Title II of the Elementary and Secondary Education Act has furnished both momentum and financial support for the development or revision of State school media standards. Administrative funds from title II have paid the salaries of State department of education staff who have given leadership in evaluating and revising standards, supported the printing and other costs involved in publishing standards, and provided funds for workshops, conferences, and programs needed to disseminate and interpret media standards to the education community.

Prior to the passage of title II, testimony concerning need for the legislation frequently focused on the large number of elementary schools without school libraries or media centers.[3] Administration of title II in most States has given special attention to the need of elementary school children and teachers for instructional materials. The materials loaned to them under title II have frequently been the nucleus for establishing new school libraries or media centers.

For example, between 1964–65 and 1967–68, the proportion of elementary schools above 300 in enrollment with media centers increased from 46.5 to 81.5 percent—from 25,011 to 43,598. Of the schools establishing a media center for the first time or improving on existing one, the majority credited the title II program with substantial influence.[4] In 1964, there were 14 States without elementary school library standards compared with three in 1974.[5] The new elementary school media centers established under title II and the expanded collections made possible in those already established has undoubtedly been a factor in the development of elementary school media standards.

As scores of schools, using funds from all sources, have increased collections of media, quantitative standards for resources have been revised upward. The addition in schools and school districts of staff to provide leadership guidance, and assistance in selection, organization, and use of the new media has also affected quantitative standards for media personnel.

Title II has also had a great effect on the types of media introduced into schools and the accessibility and quality of media. Various kinds of audiovisual and other media such as filmstrips, transparencies, 8mm film, tape cassettes, and microform were introduced into schools for the first time under title II and have no doubt been a factor encouraging States to develop standards for these media.

The Title II Guidelines suggested that standards developed or revised for use in the title II program be formulated for assessing recency of information, quality of content, pertinency to instructional programs, and appropriateness for educational level.[6] The standards of a number of States included such criteria prior to the inception of title II; however, others have added such material because of the need to develop selection criteria for media acquired under the program.

The increased quantities of media made available under title II and a broadened view of the role of media in the learning process encouraged relaxation of rules concerning circulation of materials. Standards developed in some States reflect this attitude and also encourage increased hours of service and flexible scheduling for pupil use of the media center.

Trends

Of the trends identified in State school library standards in 1964, several continue. All States and areas with media standards have standards for elementary schools. Although some States still have separate publications setting forth standards for ele-

[3] Richard L. Darling. *Survey of School Library Standards.* Washington, D.C.: Department of Health, Education, and Welfare, Office of Education, 1964, p. 26.

[4] *Elementary and Secondary Education Act of 1965: Senate Report No. 146.* Washington, D.C.: U.S. Government Printing Office, 1965.

[5] *An Evaluative Survey Report on ESEA Title II, Fiscal Years 1966–68, Part I: Analysis and Interpretation.* p. 55–56; *Part II: Tables.* p. 109. 1972.

[6] Darling, *op. cit.*, p. 176.

[7] U.S. Department of Health, Education, and Welfare, Office of Education. *Title II of the Elementary and Secondary Education Act, School Library Resources, Textbooks, and Other Instructional Materials. Guidelines.* Washington, D.C : The Department, p. 8.

mentary, junior high/middle, or secondary schools, or have common standards for all levels but with some variations according to level in certain areas, the trend toward applying the same media standards to schools regardless of grade level, continued to gain ground.

The most dramatic change in State standards since 1964 is assimilation of the unified media concept into the philosophical base and quantitative recommendations of State standards. This is evident in standards for program, resources, equipment, facilities, and organization, but frequently less so in standards for expenditures and personnel. Although standards for expenditures are generally higher than in 1964, they are insufficient to provide the resources needed for an enlarged program and do not reflect increased prices of media. Requirement levels for personnel are noticeably higher in most States than in 1964 but are frequently insufficient to carry out the program described.

In 1964, only a few States had standards related to school district media programs. The present status of school district media standards is only slightly more developed and references to regional media programs are even more infrequent. The 1975 national media standards should stimulate further developments in this area.

There are at least three States which outline State responsibility for library/media services in their standards. Interpretation of the role of State departments of education was a feature of the 1960 AASL standards and is addressed briefly in the 1969 and 1975 standards. Interpretation of the role of State departments of education in media standards is useful and an important step in obtaining acceptance and support of State media services. The development of standards in phases or levels constitutes a trend. Only a few States followed this practice in 1964; however, 20 States use it in one or more areas in 1974. It would appear to be particularly useful in States where there is great disparity among schools in media program development. All schools can be encouraged to achieve minimum standards while more highly developed programs are encouraged to rise well above the ordinary.

The standards of five States base recommendations for resources on "number of items" rather than number of books, filmstrips, or other media. The rationale for this practice is to give schools flexibility in building suitable collections. While use of this method by such a small number of States could not be said to constitute a trend, it is a noteworthy development, with many implications for special schools and adjustment of collections in comprehensive schools to characteristics of pupils and teachers who will use materials.

Another trend concerning standards is the growing number of States requiring that schools or school districts develop selection policies, and procedures to be followed in the event that the suitability of individual items is questioned, a practice referred to in the 1960 AASL standards and recommended in the 1969 and 1975 AASL–AECT standards. This custom has been stimulated in some communities because of controversies surrounding the use of certain instructional materials, primarily books, in the classroom. The standards of several States recommend or quote from the School Library Bill of Rights as a source of policy for selection of materials (See Appendix).

It has been reported that States are interested in developing standards that could be used to measure the achievement of behavioral objectives.[7] This practice is not yet evident in State standards since only West Virginia has moved to formulate standards in such terms. What is somewhat more evident are the efforts made by several States to develop, either separately or along with standards, instruments for planning and evaluating media services.

State standards in several areas demonstrate a trend toward provisions that support instructional programs stressing individualization and independent learning. For example, in the 1964 survey, State standards rarely contained references to carrels. It is common in the newer State standards to find recommendations for "wet" and "dry" carrels to accommodate individual reading, study, viewing, and listening. Awareness of teaching strategies that utilize individualization and independent study is also evident in some State standards for program, audiovisual equipment, and scheduling. The States having standards in two or more phases often recommend the more advanced provisions for schools with individualized instruction and independent study approaches.

The shift toward certification for school media personnel within the framework of State teacher certification rather than detailed requirements in certification statements in standards appear to be almost complete. The whole question of current certification practices and the effort to develop certification requirements stated in terms of competencies

[7] Frances Henne, "Standards for Media Programs in Schools" *Library Trends* 21:233–247, October 1972.

is changing so rapidly and is so complex that a separate survey of the status of certification requirements would be desirable.

It should be noted in closing that development of media standards is difficult. Time, the financial and moral support of the educational community, and a wide range of professional expertise are essential to the formulation of media standards. In spite of the activity of some regional accrediting agencies, State education agencies, and professional organizations, regional standards and State standards have not kept pace with national standards. The media standards of the regional accrediting agencies do not appear to have great value in providing direction and leadership to States in the improvement of school media services.

In many instances, the media standards of the regional accrediting agencies and the States are dated in their use of traditional terminology, lack of provisions for use of the new technology, and omission of references to media programs in relation to innovative teaching strategies introduced within the last ten years. They do not indicate the sources used to establish statistical bases for quantitative provisions.

The standards of some regional agencies and States tend to take a somewhat parochial view toward the selection of media, failing to note the increasing sophistication of youth and ready access to a wide range of information outside the school environment. Although State and regional media standards frequently take the grade level of schools into account, they rarely suggest adjustment of provisions according to pupil population characteristics, variation in curriculum and teaching methods, geographic factors, or special rural or urban needs.

Standards of several of the regional accrediting agencies and a number of States need revision. Periodic revisions of standards should set new and revised levels in requirements according to a statistical base. They should recognize societal change and change in educational and technological fields. Only then can standards stimulate schools and school systems to meet minimum levels and go beyond them toward excellence in educational quality and opportunity.

Appendixes

Appendix A.

BIBLIOGRAPHY OF DOCUMENTS CONTAINING REGIONAL AND STATE SCHOOL MEDIA STANDARDS

A. Regional Accrediting Association Documents

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Appendix B.

SUMMARIES OF NATIONAL, REGIONAL, AND STATE STANDARDS FOR SCHOOL MEDIA PROGRAMS

1. National Standards for School Media Programs (1969)

Issuing Agency: American Association of School Librarians and Division of Audiovisual Instruction, National Education Association

Official Published Source: *Standards for School Media Programs*

Building Standards:

Program

Elements:

1. Consultant service to improve learning, instruction, and the use of media resources and facilities
2. Instruction to improve learning through the use of printed and audiovisual resources
3. Information and new educational developments
4. New materials created and produced to suit special needs of students and teachers
5. Materials for class instruction and individual investigation and exploration
6. Efficient working areas for students, faculty, and media staff
7. Equipment to convey materials to the student and teacher

Personnel

1 full-time media specialist for every 250 students, or major fraction, thereof

1 media technician and 1 media aide for each professional media specialist in schools of 2,000 or fewer students

For schools over 2,000, number of aides and technicians should be adjusted; ratio might be less than 2 to 1.

Resources

For schools 250 or over:

Books: At least 6,000–10,000 titles representing 10,000 volumes or 20 per student, whichever is greater

Magazines:

Elementary (k–6)—40–50 titles (including some professional)
Elementary (k–8) 50–75 titles
Junior high: 100–125 titles
Secondary: 125–175 titles
All schools: necessary magazine indexes and duplication of indexes and titles as required.

Newspapers:

Elementary: 3–6 titles
Junior high: 6–10 titles
Secondary: 6–10 titles
All schools: 1 local, 1 State, and 1 national newspaper should be represented in collection

Pamphlets, clippings and miscellaneous material: pamphlets, government documents, catalogs of colleges and technical schools, vocational information, clippings, and other appropriate material.

Filmstrips: 500–1,000 titles representing 1,500 prints or 3 prints per pupil, whichever is greater (more titles for larger collections)

8mm films: single concept and regular length—1-1/2 films per student with at least 500 titles supplemented with duplicates.

16mm films: Access to a minimum of 3,000 titles supplemented by duplicates and rentals is recommended (depends on extent and frequency of use of individual titles, availability of a system media center, and other factors)

Tape and disc recordings: (excluding electronic laboratory materials) 100–2,000 titles representing 3,000 records or tapes or 6 per student, whichever is greater (more titles for larger collections)

Graphic materials:

Art prints (reproductions): 1,000 with duplicates as needed
Pictures and study prints: Individual prints and pictures for picture and vertical file collections; in addition, access to 15 sets per teaching station plus 25 sets available from media center

Other graphics: Posters, photographs, charts, diagrams, graphs, and other tapes

Globes:
- Elementary: 1 per teaching station; 2 in media center
- Secondary: 1 per 5 teaching stations; 2 in media center
- All schools: Special globes available in media center
- Maps: 1 for each region studied special maps (economic, weather, political, historical, others) for each area studied
- Duplicate maps for class sections requiring maps at some time (numbers of duplicates determined by sections of students and availability of maps on transparencies and filmstrips)
- Wall maps for teaching stations

Microform: To be purchased as available on curriculum topics. All periodical subscriptions indexed in *Reader's Guide* and newspaper titles obtained as needed for reference.

Transparencies: 2,000 plus a selection of subject matter masters

Other Materials:
- Programmed instructional materials
- Realia
- Kits
- Art objects
- Video tape recordings
- Remote access programs
- Resource titles
- Printed electronic and other forms of programmed material
- Models, dioramas, replicas, other types of realia

Professional Books and Periodicals: (in schools of 250 students or over)
- Books: 200–1,000 titles
- Magazines: 40–50 professional titles; duplicates as needed; *Education Index*
- Other Materials: courses of study; curriculum guides; teacher's manuals; government documents; films and filmstrip tapes; pamphlets; education materials released by State and community; catalogs of materials such as paperbacks and films; catalogs and brochures of museums and sites of educational value; television and radio program guides and manuals; field-trip evaluations; indexes of community resources; releases of teachers' organizations and associations; announcements of professional meetings; releases on workshops, courses, and other programs for continuing education

Expenditures: Materials—not less than 6% of national average for per pupil operational cost (based on ada) per year per student—half should be spent on print and half on audiovisual materials

Facilities and Furniture: Environment—functional design; inviting appearance; good lighting, acoustical treatment; temperature and humidity controls; floor covering of noise reducing materials
Location and space—easily accessible but away from noise areas; location accessible when entire building may not be in use

Space Recommendations:

Function	*Special Aspects*	*Space in Sq. ft.*
Entrance Circulation and Distribution	Displays, exhibits, copying equipment, card catalogs, periodical indexes	800–1,000
Reading and browsing Individual listening and viewing	No more than 100 students seated in 1 area	Space based on 15% of student enrollment at 40 sq. ft. per student (NOTE: schools with fewer than 350 students—space for at least 50 students)
Individual study and learning Storytelling (elementary schools) Information services	30–40% of seating capacity for individual study areas, equipped with power, electronic and response, television capability; area ducted for power and coaxial distribution	Instructional program may require that 1/3–3/4 of school population be accommodated in media centers

46

Function	*Special Aspects*	*Space in Sq. ft.*
	carrells 36 in. wide and 24 in. deep equipped with shelving, media facilities, including electric power, television and response outlets Linear and other types of shelving for all types of materials	
Conference rooms	Movable walls to allow for combining areas Electrical and television outlets and acoustical treatment One room acoustically treated with typewriters for student use	3–6 rooms with 150 square feet each
Small group viewing and listening	In addition to space provided for conference rooms Electrical and television inputs and outlets, permanent wall screen acoustical treatment	200
Group projects and instruction in research	Flexible space, the equivalent of a classroom area equipped for instructional purposes and needs	900–1,000
Administration	Office space for 4 professional staff members media program planning area	600–800
Workroom	Space must be increased if centralized cataloging and processing services are not available from a system media center	300–400
Maintenance and repair service	Major service to come from system center	120–200
Media Production Laboratory	Sinks, running water, electrical outlets	800–1,000
Dark Room	Lightproof, equipped with light locks	150–200
Materials and equipment storage for production	Necessary temperature and humidity control	120
Stacks	Stacks for overflow books and audiovisual materials	400–800
Magazine storage	Space for back issues of magazines, readily accessible	250–400
Audiovisual equipment distribution and storage	Decentralized storage in large schools	400–600
Center for professional materials	Teachers' conference room Adjacent to media production laboratory	600–800
Optional Space (as determined by school program)		
Television studio	Soundproof studio, 19 foot ceilings, door 14 by 12	40 by 40 studio with necessary control space

Function	*Special Aspects*	*Space in Sq. ft.*
Storage	For TV props, visuals, etc. placed	800–1,000
Office with work space	back to back with TV studio	1,200
Radio	Near TV facilities	20 by 25 studio with necessary control space
Computerized learning laboratory	Facilities to have response capability	900–1,000
Storage and control center for remote access		900–1,000

Shelving; chairs; tables; adjustable shelving sufficient in linear feet to provide for housing of number and kinds of materials and for expansion; special shelving and cabinets; electrical outlets; charging desks, charging machines, catalog card cabinets, book trucks, atlas and dictionary stands, newspaper racks, office furniture, informal furniture, filing cabinets, adding machines, cushions and hassocks (for storytelling in elementary schools), exhibit cases, etc.

Audiovisual Equipment

Basic: quantities needed for functioning program

Advanced: quantities needed for schools with such instructional approaches as individualization of instruction and independent study

Needed to Meet Multi-Media Approaches:

	Basic	*Advanced*
16mm sound projector	1 per 4 teaching stations plus 2 for media center	1 per 2 teaching stations plus 5 for media center
8mm projector	1 per 3 teaching stations plus 15 per media center	1 per teaching station plus 25 per media center
2 x 2 slide projector, remotely controlled	1 per 5 teaching stations plus 2 per media center	1 per 3 teaching stations plus 5 per media center
Filmstrip or combination filmstrip—slide—projector	1 per 3 teaching stations plus 1 per media center	1 per teaching station plus 4 per media center
Sound filmstrip projector	1 per 10 teaching stations plus 1 per media center	1 per 5 teaching stations plus 2 per media center
10 x 10 overhead projector	1 per teaching station plus 2 per media center	1 per teaching station plus 4 per media center
Opaque projector	1 per 25 teaching stations or 1 per floor in multi-floor buildings	1 per 15 teaching stations plus 2 per media center
Filmstrip viewer	1 per teaching station plus the equivalent of 1 per 2 teaching stations in media center in elementary schools and 1 per teaching stations in secondary school media centers	3 per teaching station plus the equivalent of 1 per teaching station in media center in elementary schools: 3 per teaching stations plus the equivalent of 1 per teaching station in secondary schools
2 x 2 slide viewer	1 per 5 teaching stations plus 1 per media center	1 per teaching station plus 1 per media center
TV receiver (minimum 23" screen)	1 per teaching station and 1 per media center where programs are available	1 per 24 viewers if programs are available in elementary schools 1 per media center in both elementary and secondary schools

48

	Basic	*Advanced*
Micro-projector	1 per 20 teaching stations	1 per 2 grade levels in elementary schools 1 per dept. where applicable in secondary schools 1 per media center
Record player	1 per teaching station, K–3	1 per teaching station, K–6, plus 5 per media center
	1 per grade level, 4–6	
	1 per 15 teaching stations in junior high and secondary schools	1 per 5 teaching stations plus 5 per media center in junior high and secondary schools
	3 per media center	
	1 set of earphones for each player	1 set of earphones for each player
Audio tape recorder	1 per 2 teaching stations in elementary schools plus 2 per media center	1 per teaching station plus 10 per media center in elementary schools
	1 per 10 teaching stations in junior high and secondary schools plus 2 per media center	1 per 5 teaching stations plus 10 per media center in secondary schools
	1 set of earphones for each recorder	1 set of earphones for each recorder
Listening station	1 portable station with 6–10 sets of earphones at ratio of 1 per 3 teaching stations	1 set of 6–10 earphones and listening equipment for each teaching station and media center
Projection screen	1 per portable piece of equipment, purchased at time equipment was obtained	
Projection cart	1 permanently mounted screen (no smaller than 70 by 70 with keystone eliminator) per classroom plus additional screens of suitable size as needed for individuals and small groups	
Closed Circuit television	New construction should provide for installations at each teaching station and media center—older buildings should be wired for closed circuit TV when program is initiated	
Light control	Adequate in every classroom and media center for effective use of all types of projected media	
Local production equipment (per building)	Dry mount press—Tacking iron—Paper cutters 2 types of transparency production equipment 16 mm camera—8mm camera—Rapid process camera Darkroom equipment—Spirit duplicator—Primary typewriter—Copy camera and stand—Light box 35mm still camera—Film rewind—Film splicer (8mm & 16mm)—Tape splicer—Slide reproducer Mechanical lettering devices—Portable chalkboard	
Radio receiver	1 per media center plus central AM-FM distribution center	3 per media center plus central AM-FM distribution center
Copying machine	1 per 30 teaching stations plus 1 per media center	1 per 20 teaching stations plus 1 per media center
Duplicating machine	1 per 30 teaching stations plus 1 per media center	1 per 20 teaching stations plus 1 per media center
Microreader (some with microfiche attachment)	Equivalent of 1 per 10 teaching stations to be located in media centers	Equivalent of 1 per 5 teaching stations to be located in media centers
Microreader printer	1 per media center	3 per media center
Portable video recorder system (including cameras)	1 per 15 teaching stations with a minimum of 2 recorders per building	1 per 5 teaching stations with a minimum of 2 recorders per building

	Basic	*Advanced*
Items for special consideration	Large group instruction: 10 by 10 overhead projector large screen with keystone eliminator 16mm projector (auditorium type) Television: 6 channel distribution system to: —broadcast and receive TV 2500 MHZ, UHF, or VHF —distribute signals to each room from central TV area and/or central studio —feed signals into system from any classroom —make signals available simultaneously 3-1/4 x 4 projectors —1 per school plus 1 auditorium type per large group instruction area —tele-lecture equipment Materials organized and arranged for quick and easy use Arrangement following some approved classification scheme Advisable for materials to be cataloged and processed outside building (centralized processing or commercial)	

District Standards:

Program

Plans and develops media programs for the school system

Provides advisory services to the media specialists in the school buildings

Works with curriculum specialists and other school personnel in planning the instructional program of the school system

Arranges inservice programs for teachers, supervisors, and media center staffs in the use of materials and equipment

Serves as resource consultant for district curriculum specialists

Participates in the meetings of professional staff members of the school district

Evaluates media programs at building and system levels

Interprets the media program to school administrators and the community

Submits proposals for innovative programs when feasible

Assumes responsibility for the formulation of materials selection policy for the school system

Makes provision for the evaluation of all materials; guides and coordinates the selection and acquisition of materials; assists in the selection of textbooks

Develops media budgets and supervises the expenditures

Manages the distribution, repair, and maintenance of equipment and resources

Determines staff requirements and participates in the selection of media center personnel

Supervises centralized processing of materials

Assumes responsibility for production of materials, television and radio programs, electronic banks of materials, and museum services, as well as study guides, necessary for their proper and full utilization

Makes necessary preparation for media centers and programs in new schools

Serves as consultant for the school architect in designing the facilities for new centers, or in the renovation of existing facilities

Maintains liaison with other system supervisors and with State and national media personnel

Personnel

Director; Staff composed of media specialists, media aides, and technicians.

Resources

Collection of professional materials consisting of books, periodicals, pamphlets, audiovisual materials, and copies of instructional materials (units of study, class projects, course outlines, and similar materials).

Special tools for technical processing and bibliographic and other sources for the acquisition of materials.

Collections of periodicals beyond those customarily housed in building media centers (current issues of scholarly, specialized, technical, or foreign magazines); back issues available in microfilm and microfilm of newspapers.

Collections of audio and video tapes intended for radio and television broadcast, transparency masters, collections of materials, models, dioramas, works of art, scientific apparatus, and other sources whose frequency of use does not warrant storage in individual buildings.

System film collection of wide range, with duplicate titles to meet demand.

Archives of annual reports, records, and similar documents; publicity items, files of school newspapers, magazines, yearbooks, and other publications; materials of an historical nature relating to schools or system.

Supplementary resources that are expensive, infrequently used, or highly specialized in nature.

Examination collections of trade books, textbooks, audiovisual resources, and other instructional materials suitable for children and young adults.

Expenditures

Funds for the resources of the system media center are included in the expenditures recommended for the collections of media centers in the schools.

Funds beyond these must be available for supplies and equipment, communications services, postage and shipping, delivery services, and offset printing.

Scheduling and Organization

1. Resources of the media center and services of professional staff members are available whenever needed by students and teachers—individuals, classes and groups.
2. The media center is open at all times of the school day and before and after school. Evening, Saturday, and vacation hours might be considered.
3. Circulation and loan regulations permit students and teachers to obtain materials easily for use throughout the school and at home.
4. Individuals or small groups of children in elementary schools have access to the media center at all times during the school day. The use of a rigid schedule for class visits to the center is not recommended.
5. Materials are organized and arranged so that users of the center can obtain materials of all kinds quickly and easily. The arrangement of materials in the media center follows some approved classification scheme.
6. It is advisable to have materials cataloged and processed through some agency outside the school building. Arrangements for centralized processing are practical and recommended for any school system or cluster of cooperating schools. Commercial processing is generally useful, especially for schools not having access to a system processing center.
7. Changes and experimentation in the processing of materials will probably alter procedures in the near future, e.g., use of computers, printed book catalogs, and cataloging-in-source.

2. National Standards for School Media Programs (1975)

Issuing Agency: American Association of School Librarians and Association for Educational Communications and Technology

Official Published Source: *District and School Media Programs*

Building Standards:

Program

The responsibilities of the school media program include:

defining the purposes of the school media program with proposed implementation and evaluation to achieve them

planning media program activities and integrating them with other programs of the school

51

participating in instructional design, course development, and the creation of alternative modes of learning

developing budget criteria and budget as required by the school administrator and the district media director

developing and servicing a balanced, relevant collection providing maximum access to collections in the school, district, and community

operating the media center with procedures that further the goals of the school

reporting to the district director, school administrator, and to teachers and students relative to the school media program

conducting orientation and in-service education in media for the school media staff and teachers

providing production facilities and expertise in production suitable at the school level

developing flexible operations that encourage and support users in problem solving, interest fulfillment, and creative expression

initiating and providing program activities that respond to curriculum goals on a day-by-day basis

providing opportunities for discovery and exploration independent of or beyond the stated curriculum

maintaining professional resources for teachers, informing them about new materials, and involving them in purchasing decisions

performing ongoing evaluations in the light of stated objectives and making program modifications as needed

building a public relations program that communicates the role of the school media program and its contributions to the goals of the school.

Resources

1. Every school, has its own collection of materials and equipment, organized and ready for use when school opens; developed and expanded on planned basis.
2. Selection of materials is a cooperative process involving media staff, curriculum consultants, teachers, students, and community representatives, coordinated by director of district media program and heads of individual school media programs, respectively.
3. Materials and equipment evaluated prior to purchase.
4. Collections reevaluated continuously.
5. Organization and arrangement of collection for accessibility to users.
6. Collection includes materials in print, visual, auditory, and tactile formats, with associated equipment, textbooks, related instructional materials and systems, and current professional materials for faculty and staff use.
7. Schools with 500 or fewer students should have minimum collection of 20,000 items or 40 per student. (An item is defined as a book (casebound or paperback), film, videotape, filmstrip, transparency, slide, periodical subscription, kit, any other form of material or associated equipment.) Collection in larger schools may provide the needed range in content, levels, forms of expression, and formats at a ratio less than 40 items per student.

Personnel

School Enrollment	*Professional Staff*			*Support Staff*			*Total Staff*
	Head of media Program (media specialist)	*Additional media professionals (a)*	*Subtotal*	*Media Technicians (a) (b)*	*Media aides*	*Subtotal*	
250	1	0	1	1	1	2	3
500	1	0–1	1–2	1–2	2–3	3–4	4–6
1,000	1	2–3	3–4	3–5	3–5	6–8	9–12
1,500	1	3–5	4–6	4–6	4–6	8–12	12–18
2,000	1	4–7	5–8	5–8	5–8	10–16	15–24

(a) Ratio of media professionals with specialized competencies to technicians dependent on quality of support staff.
(b) Number of media technicians influenced by services provided from district media program and program emphases within schools.

Base	*Extended Provisions*
Books	
8,000 to 12,000 volumes, or 16 to 24 per user	Access to 60,000 titles to insure satisfaction of 90 percent of initial requests.
Periodicals and Newspapers	
50 to 175 titles	Access to research capability in periodical/newspaper literature, by purchasing microform collections, photocopying, and/or interlibrary loan.
Pamphlets	
Type and quantity vary according to program needs	Use of depository libraries provides access to extensive holdings of government documents.
Microforms: microfilm, microcard, and microfiche	
Types and quantity vary with program needs	User access to extensive microform data bases, ERIC, etc. Cooperative approaches among schools in collection building, with accompanying arrangements for inter-library loan and/or photocopying.
Slides and Transparencies	
2,000 to 6,000 items, or 4 to 12 per user	Access to 15,000 items including specialized subject collections, as needed in relation to instructional and user interests.
VISUAL MATERIALS: STILL IMAGES	
Filmstrips, sound and silent	
500 to 2,000 items, or 1 to 4 per user	Access to sufficient items to insure satisfaction of 90 percent of initial requests. In individualized programs in which filmstrips are used, collection of 5000 recommended.
GRAPHICS: Posters, art and study prints, maps, and globes	
800 to 1,200 items	Additional items to respond to program needs, with provision for original art, children's art, and loans of circulating collections from museums.
VISUAL MATERIALS: MOVING IMAGES	
16mm and Super 8mm Sound Films, Video Tapes, and Television Reception	
Access to a minimum of 3,000 titles, with sufficient duplicate prints to satisfy 90 percent of all requests.	Availability of sufficient funds throughout the year to provide for purchase and/or rental of new and specialized titles, on demand.
Access to a minimum of 3,000 titles, with sufficient duplicate prints to satisfy 90 percent of all requests.	Availability of sufficient funds throughout the year to provide for purchase and/or rental of new and specialized titles, on demand.
In addition, sufficient funds for rental of specialized films, including feature, length films.	Access to additional titles up to a total of 5,000 titles, from district film library, may be desirable.
Super 8mm Films, Silent	
500 to 1,000 items, or 1 to 2 per user	Access to 4,000 titles from the individual school's collection, other schools, and a supplementary collection at the district level. Development of specialized subject collections to be shared by individual schools is recommended.

Base	*Extended Provisions*
Audio Recordings: Tapes, cassettes, discs, and audio cards	
1,500 to 2,000 items or 3 to 4 per user	Access to 5,000 items from the individual school's collection and loans from other sources.
Games and Toys	
400 to 750 items	Access to a sizeable district-level collection. Computer access from district-level may be provided for use with simulation games.
Models and Sculptures	
200 to 500 items	Access to sizeable collections available from school district and other agencies, including community resources.
Specimens	
200 to 400 items	Access to larger collections available from the school district and other agencies, including loan collections from zoos and museums.
Instructional Systems *including textbooks*	
Types and quantities vary with program needs.	

Expenditures

To maintain an up-to-date collection of media and equipment that fulfills the instructional program, the annual expenditure of a school district per student should be at least 10 percent of the national Per Pupil Operational Cost as computed by the United States Office of Education. The figure includes the cost of administration, instruction, attendance services, health services, pupil transportation services, operation of plant, maintenance of plant, and fixed charges, computed on average daily attendance.

This standard for annual expenditures for materials and equipment is expressed as a single figure, based on recommendations from school administrators, school business managers, and media professionals. All allocated funds are expended for the district program and individual school programs on the basis of program needs.

The standard of 10 percent of the Per Pupil Operational Cost for annual expenditures for collections provides for the acquisition of newly published/produced materials, needed materials other than those currently released, replacements of titles, duplicates, media production supplies, cost of preprocessing of materials, and items of equipment, e.g., projectors, viewers, radio and television receivers, microform readers, record players, audio tape recorders, screens, projection stands, media production equipment, and the like. For budget purposes the line labeled *collection* includes all materials, equipment, and operational supplies. The figure does not include funds needed for such items as installation of expensive electronic facilities, general school supplies, delivery systems, security and insurance costs, plant and equipment maintenance, initial collections for new schools, school-adopted textbooks purchased for each student, salaries of media staff, public information programs, furniture, and special laboratory equipment.

Funds for initial collections of materials and equipment in newly established media centers are provided from capital outlay. Schools in which media center collections do not meet current standards for size and quality require additional funds to augment the annual budget until adequate collections have been built.

The recommendation for annual expenditures is materials and equipment to implement school programs which stress individualization, independent study and inquiry. Additional funds may be needed to meet the requirements of special programs and curricular experimentation.

Districts and schools whose operating costs are less than the national Per Pupil Operation Cost figure should consider an appropriation based on the larger amount for adequate resources for teaching and learning. Districts and schools spending more than the national figure should use their own per pupil operating cost as the base for the 10 percent appropriation for collections to maintain collections capable of supporting a superior instructional program.

Facilities and Furniture

Questions for consideration in planning:

What is the student population to be served?

What is the anticipated maximum enrollment?

What are the significant characteristics of the students? Age levels? Special needs? Other?

What is the educational philosophy and the nature of the instructional program of the school?

Is instruction textbook-centered, teacher-oriented, or student-oriented? What emphasis is given to individualized instruction and independent study?

Is the school organized by grade level, department, schools within the school, self-contained classrooms, or open-space areas?

Are there fixed class periods or modular scheduling?

Are mini-courses or other forms of short courses or alternative instructional programs offered?

Do students participate in designing learning experiences?

What effect does the design of the school have on the location of media facilities?

Is it a single or multilevel building? A campus-type or multibuilding school?

Is all school audiovisual equipment stored in the media center or are decentralized storage areas used? What security arrangements are needed for equipment storage and distribution?

Should satellite media centers be planned in addition to the central media facility?

Where are the shipping, loading, elevator, and general storage facilities in the school?

Which of the following channels are provided in the school?

Telephone and/or public address system(s)
Closed-circuit television
Dial access systems
Broadcast radio and television

Is it anticipated that students and staff will use the media center singly; in small and large groups; in class-size groups; in combinations of these patterns, with what frequency for each?

Will the media center be used by community groups, night school classes or adult education classes?

Are there alternative or open school programs offered within the school concurrently with the regular program or on week-ends, summers, evenings?

Which of the following types of production activities are provided by the school media program?

Graphics production
Printing of bulletins, and so on
Photography
Super 8mm and/or 16mm film production
Television production
Audio production

What media services are offered to the school by the district media program?

16mm film and videotape library
Professional library
Media selection and evaluation center
Acquisition, cataloging, and processing center
Maintenance and repair of equipment and materials
Graphics and other production services? Which?
Television and/or radio production

What media resources are available to the school or to the district from community sources or from participation by the school or the district in a network?

Materials housing. Shelving and other storage units for the materials collection types and quantities depend on such factors as types of formats representing how materials are housed—intershelved or by format—and the anticipated size of collection.

Equipment housing. Shelving, storage units, and floor space accommodate the equipment in the collection. Types and amounts of housing should support maximum use, and vary with such factors as assignments of equipment to specified locations and the anticipated size of the collection affects purchases of equipment housing. (See Collections.)

Furniture. Furniture in the media center is functional, aesthetically pleasing, and consonant with the tastes of the users. In establishing specifications it should be remembered that of itself furniture creates an environment and can set moods that lead to inquiry and user fulfillment or inhibit them.

Height of furniture students use and shelving and storage units accessible to them is determined by the ages of the pupil population. Types of furniture include the following:

Chairs: study chairs, easy or lounge chairs, cushions, hassocks, or benches. Stacking chairs are useful in multipurpose areas.

Tables: study tables for individuals and 2–4 students; lounge area tables; reference and periodical index tables; project tables for production and work areas; conference tables; typing tables; counters needed in work areas.

55

Areas	*Relationships and Special Considerations*	*Suggested Space Allocations*
Circulation (for display, exhibits, copying equipment, card catalogs, periodical indexes, charging)	*Relationships:* Near main entrance; near reserve collection; near work area; near equipment storage area.	800 sq. ft.
	Special Consideration: Should copying equipment be placed here, elsewhere, or in several locations? Media centers with more than one floor or multiple entrances require space allocations at each entrance. Satellite centers need to provide for these areas. Periodical indexes should be adjacent to periodical storage, current periodicals, and microform periodical collection. Card (or other) catalogs should be near reference collection or general reference area. Satellite centers require space for catalogs.	200 sq. ft. additional for circulation area in each satellite center
Reading, Browsing, Listening, Viewing	*Relationships:* Reference area near card catalog, periodical indexes. Magazines near periodical indexes, microform readers.	15 to 30 percent of enrollment at 40 sq. ft. per student
	Special Considerations: Some instructional programs may require 1/3 to 3/4 of the student body to be in the media center or satellite centers at any one time. No more than 100 students should be seated in any one area. In elementary schools a story-telling area should be located away from noisy areas. At least 30 percent of the seating capacity should provide for individual listening and viewing. The area should be ducted and wired for power and coaxiam cable distribution. Modular floor outlets should be considered. Rows of carrels and other institutional seating arrangements should be avoided. Where carrels are used they should be equipped with listening and viewing capability. In areas planned specifically for listening and viewing avoid the possibility of conflicting audio messages and/or visual distraction. Mix seating types of chairs and tables; include lounge-type seating.	A minimum of 9 sq. ft. of floor space is required per single carrel. Some carrels may take 15 sq. ft.
Open Access Materials Housing (Usually integrated into reading, browsing, listening, and viewing areas)	*Relationships:* Various media formats may be housed on separate shelves or in storage cabinets or interfiled on open shelves according to subject. Reserve area may be open or closed and should be near the circulation area.	Shelving and/or cabinets to accommodate a minimum of 40 items per student, exclusive of textbooks
	Special Considerations: Shelving and materials housing in elementary schools is of a style and height appropriate for the age group. Type(s) and amount of open access materials housing depend on whether intershelving of formats is planned, or whether materials will be housed by format. Accommodation for all types of formats, including kits, games, and realia, is planned.	

Areas	*Relationships and Special Considerations*	*Suggested Space Allocations*
Educational Broadcast Radio 5 AM and FM receivers, plus a central distribution system	*Relationships:* Access to specialized programs through public-service broadcasting and through special sources, e.g., university and State agencies.	
Small Group Listening and Viewing	*Relationships:* Small group listening and viewing may be accommodated in open areas of the media center via use of headsets, rear-screen projection, etc. Additional small group listening and viewing areas may be necessary. *Special Considerations:* Space provided for listening and viewing areas is in addition to space allocated for conference rooms (which should be equipped also to accommodate this function). The area(s) should have electrical and TV inputs and outlets, permanent wall screen, and acoustical treatment.	Minimum of 150 sq. ft. per area
Conference Areas	*Relationships:* Locate in quiet area of media center. Consider housing here special collections of materials for which continuous access is not required. *Special Considerations:* Greater flexibility is achieved when some conference areas are adjoining and movable walls may be used to combine or divide a suite of areas. Sound control is necessary as is provision for light control. Areas should be equipped with electrical and TV inputs and outlets. These areas may be used for typing as needed, and as areas for temporary display or highlighting of special collections.	Minimum of 3 conference rooms of 150 sq. ft. each
Group Projects and Instruction	*Relationships:* Adjacent to reference and open materials housing and to catalogs and indexes, if possible. *Special Considerations:* Flexible space at least classroom size, equipped for audio and visual presentations. Consider housing special collections of materials here. Consider providing storage for student projects in process.	900–1,200 sq. ft.
Administration	*Relationships:* Office for head of the media program should be near the professional collection and easily accessible from rest of school. *Special Considerations:* Desk space for media personnel should be provided in appropriate areas of the media center. In addition, media professionals should have office space for program planning and related work. Arrangement and location of office areas depends upon the total configuration of the media center and its internal organization.	Desk space for media staff as necessary; 150 sq. ft. per media professional

Areas	*Relationships and Special Considerations*	*Suggested Space Allocations*
Work Space	*Relationships:* Locate near production and distribution facilities and equipment storage, when possible. Needs access to corridor and to elevator or loading dock.	300–400 sq. ft.
	Special Considerations: Total amount of work space may be provided in one area, in smaller schools; large schools may need several work areas. Provision for shelving and storage of supplies. Requires sinks, running water, electrical outlets. Increase amount of space if cataloging and processing are performed in the school.	
Equipment Storage and Distribution	*Relationships:* Locate near corridor and freight elevator. Consider location in relation to production area and staff work space.	Minimum of 400 sq. ft.
	Special Considerations: Provide for availability of equipment in the production and listening/viewing areas of the media center. Plan necessary provisions for security of equipment. Large schools or those with characteristics making distribution difficult will need to provide for decentralized equipment storage and distribution.	
Maintenance and Repair	*Relationships:* Near freight elevator, loading dock; adjacent to equipment storage and distribution area.	120–200 sq. ft.
	Special Considerations: Area may be combined with equipment storage and distribution area. Additional space is required if major maintenance and repair is performed within the school.	
Media Production Laboratory	*Relationships:* Consider locating adjacent to equipment storage and distribution area.	Minimum of 800 sq. ft. Additional space in schools in which students produce materials
	Special Considerations: Provide housing for equipment and materials used in production, and shelving and storage for supplies. Requires temperature and humidity controls, refrigeration, sinks, running water, electrical outlets, and counter space. Sound control is needed for audio production. Plan space arrangements in terms of production methods used and work flow.	
Dark Room	*Relationships:* The dark room area, if included in the media center, should be adjacent to the media production laboratory. (A dark room may be provided elsewhere in the school.)	150–200 sq. ft.
	Special Considerations: Requires sinks, running water, electrical outlets, light locks, refrigeration, counter space, adequate ventilation.	

Areas	*Relationships and Special Considerations*	*Suggested Space Allocations*
Professional Collection for Faculty	*Relationships:* Consider in relation to location of teacher's lounge, media production laboratory, department offices, main media center. *Special Considerations:* May plan for use as faculty group meeting or conference area. Provide for listening and viewing and for selection and evaluation of new materials and equipment. Emphasize lounge atmosphere.	Minimum of 600 sq. ft.
Stacks	*Relationships:* Locate near reserve area, if appropriate. Consider location in relation to periodical storage. *Special Considerations:* Adequate lighting. Provide for tables and seating as necessary, depending on types of materials stored in stacks. Include additional stack space as needed to store textbooks.	Minimum of 400 sq. ft. Additional space for textbook storage
Magazine and Newspaper Storage	*Relationships:* Locate near periodical indexes, current periodical shelving, and microform readers. *Special Considerations:* Consider space needed for microform readers and reader-printers. Consider installation of copying equipment in this area.	Minimum of 400 sq. ft.
	Additional Media Program Facilities As Determined by School Needs	
Computerized Learning Laboratory	*Relationships:* Adjacent to group project and instruction area. *Special Considerations:* Constitutes an area within the media center complex. Should have response capability.	Depends on nature of computer usage
Storage and Control for Remote Access		Depends on nature of remote access system
Radio Studio	*Relationships:* May be located near television production area (if any) *Special Considerations:* If radio studio is provided, classroom facilities may be needed. This function may be provided instead at district level.	500 sq. ft. (20′ x 25′) with additional space for control
Television Studio	*Relationships:* Convenient to media production area. *Special Considerations:* Area must be soundproof. Classroom facilities may be needed. Studio capability may be provided instead at district level. Consider as alternatives for school television production; mini-studios and portable videotape units.	40′ x 40′ studio; additional control space; 15′ ceilings; doors 14′ x 12′
Television Storage	*Relationships:* Adjacent to television studio. *Special Considerations:* May need to consider relation to other shipping and storage facilities if TV props and visuals are shared between schools.	Minimum of 800 sq. ft.
Television Office	*Relationships:* Adjacent to television studio and storage areas.	150 sq. ft.

59

Audiovisual Equipment

Base	*Extended Provisions*
Microform Equipment: Readers and Printers	
2 readers, 1 of which is portable, plus 1 reader-printer	Sufficient number of readers (portable and stationary) and reader-printers to satisfy user needs.
Filmstrip Equipment: Silent and Sound Projectors and Viewers	
10 projectors and 30 viewers	One projector per teacher and One viewer per three users
Slide and Transparency Equipment	
Slide projectors: 6, or 1 for every 100 users Slide viewers: 10, or 1 for every 50 users	Sufficient slide projectors to satisfy user demands plus additional dissolve units and synchronizers for displays.
Overhead projectors: 10, or 1 for every 50 users	Additional overhead projectors available on demand from the district media program.
16mm and Super 8mm Sound Projection and Video Playback and Reception Equipment	
6 units, with 2 assigned to the media center, plus	Additional units to satisfy use by students individually and in small groups, and for home use.
1 additional unit for each 100 users	Ratio of 1 unit per 50 users.
Super 8mm Equipment	
To cartridge-loaded projectors and Sufficient open-reel projectors to accommodate use of available film plus 1 additional projector for every 75 users	Additional projectors, number based on program needs and availability of materials.
Audio Equipment: Tape Recorders and Record Players	
30 audio reproduction units (open-reel and cassette tape recorders, stereo and monaural record players)	Highly individualized programs will require additional audio reproduction units, in the ratio of 1 per 5 users.
Listening units: 1 set of earphones for each audio reproduction unit 1 portable listening unit per 25 users	Access to specialized headsets to meet specific user needs may be provided from a district collection.
Audio card units: available in sufficient quantity for use on a shared basis	Sufficient audio card units for permanent assignment to specific user locations.
Educational Broadcast Radio	
5 AM and FM receivers, plus a central distribution system	Access to specialized programs through public-service broadcasting and through special sources, e.g., university and State agencies.
MISCELLANEOUS EQUIPMENT	
Opaque projectors	
1 per media center and 1 per 500 users (1 per floor in multistory buildings)	

60

Base	*Extended Provisions*
Microprojectors	
1 per media center and 1 or more additional per school	Quantity sufficient to meet needs of students and teachers in courses making extensive use of microprojectors.
Auditorium and Large-Group Projection Equipment	
Auditorium-type 10″ by 10″ overhead projector Screen with anti-keystone device, and width equal to 1/6 the distance between farthest viewer and screen 16mm projector(s) auditorium type, with high intensity light source 2″ x 2″ automatic slide projector, with high intensity light source All projectors equipped with lenses matched to projection distance and screen size	
Projection Carts	
Ratio of projection carts to items of equipment is based on portability and distribution requirements, as well as storage space. Cart height is appropriate to type of equipment and age of students.	1 per motion picture, overhead, and opaque projector; video tape recorder; and classroom model tape recorder.
Projection Screens	
1 permanently mounted screen per teaching station, usually 70″ x 70″ in size (a width of one-sixth the distance between the farthest viewer and the screen), with anti-keystone provisions. Additional screens of suitable size, as needed, for individual and small group use. White matte walls can be used as projection surfaces. Multi-image projection requires larger or multiple screening surfaces.	
Closed-circuit Television	
All new construction includes provisions for reception of closed-circuit television in the media center and each teaching station.	A complete distribution system of at least six channels is available in a school so that broadcast TV 2500 MHZ, CATV, UHF, or VHF can be received; signals can be distributed to each teaching station from the central television reception area and/or a central studio; signals can be fed into the system from any teaching station; and signals are available simultaneously.
Local Production Equipment: Additional Considerations	
Copying Machines 1 per media center and 1 per 500 users	
Duplication Machines 1 per media center and 1 per 500 users	Press(es)

Base	*Extended Provisions*
Dry Mount Press	Rotary Laminator
1 per building, with platen size approximately 18″ x 23″; tacking iron	
Paper Cutters:	
1 cutter (30″ or 36″) in media center and	
Additional cutters to meet user demands	
Transparency Makers	
1 thermal unit (unless included in copying machines, above)	Diazo Printer and Developer
1 photocopier	Copy Camera, 8″ x 10″
	Equipped Darkroom
Typewriters for Graphics Production	
1 typewriter with large (10–12 point) letter size and carbon ribbon. Variable spacing is optional.	Mechanical Lettering Devices
Cameras and Related Equipment	
Cartridge-loaded slide format camera with copy stand	35mm single-lens reflex camera
	35mm half-frame camera, with appropriate accessories
	Large format roll or sheet-film camera, 2-1/4″ x 2-1/4″ or larger
Super 8mm camera	16mm camera
Light box	Programmer Dissolve unit
Video tape equipment	
Video tape recorder, 1/2″ or 3/4″	Switcher, video and audio film chain
Video camera(s)	
Film and Video Production Equipment	
Film splicers, 16mm and Super 8mm	Film rewind, film editors, storyboard, simple animation stand, portable chalkboard
Audio Tape Production Equipment	
Tape splicers	Audio tape, recorder with synchronizer
	Audio mixer, with monaural and stereo capacity

62

Scheduling and Organization

Prompt and efficient access to the resources of the school media program—program, staff, facilities, and collections—for teachers and students achieved by flexible scheduling, rather than scheduling the preempts facilities and staff for fixed periods of time assigned over a semester or year. Open scheduling permits access by individuals and small groups at the time of need or interest and provides opportunities for teachers to schedule groups of students to the media center for specific purposes. Use of the media center as an assigned study hall is educationally indefensible. The media center is available before, throughout, and after regular school hours, with consideration given to extended hours of operation, as warranted by the needs of teachers and learners.

Schools develop delivery systems that make media more easily obtainable, e.g., dial access, remote access, or telephone or intercom systems. The total concept of access extends beyond dissemination of the school collection to include inter-institutional loans; cooperation with other information sources including the public library, college libraries, museums, and galleries; and other agencies and services of the community.

Materials and portable equipment are circulated from the media center for use throughout the school and in the home. Borrowing may be in the form of long-term loans for classroom use.

The head of the school media program works with the administration and the teachers in defining policies for student use of the media center, emphasizing student analysis, comparison, and the critical evaluation of sources. Guidance in self-directed search for information is provided to aid in expanded and more effective uses of information sources.

District Standards:

Program

District media program responsibilities include:

planning the overall media program, e.g., identifying criteria, purposes, procedures, and evaluation systems

developing and coordinating the budget for the total media program and creating and maintaining accountability techniques

applying instructional technologies to curriculum development activities

selecting personnel for the district media program and providing for its ongoing development

orienting the district staff in all aspects of instructional technology

applying appropriate forms of telecommunications such as television, radio, telephone lines, computers, and random access distribution systems to the instructional program

developing district policies to guide media selection and support relative to intellectual freedom

developing criteria for the selection of materials and equipment

supervising the maintenance of media and equipment, producing materials and maintaining production facilities

selecting, distributing, and promoting the use of district collections of materials and equipment

designing school and district media program facilities

interpreting the media program to school and community and developing public information systems

Personnel

District media program activities are directed by a media professional who provides leadership for the development of district level and individual school media programs. Additional professional media personnel, including media specialists are employed as needed to administer specific program operations. The professional staff is supported by sufficient secretarial staff. Areas to be staffed include:

A. Consultative service and staff development
B. Film, videotape, and related collections
C. Professional library
D. Media selection and evaluation center
E. Processing center
F. Equipment services
G. Media production

Resources

1. Selection guided by a selection policy formulated by media staff, administrators, consultants, teachers, students, and representative citizens, and adopted by the board of education. District policy supplemented by selection and acquisitions guidelines formulated by individual schools within the district.

2. The district provides collections of materials and equipment such as 16mm films, professional materials, and examination collections of new materials, to supplement collections in the individual schools.

3. The school district through the district media program provides for individual schools additional materials or equipment which meets one or more of the following criteria:

63

too expensive for each school to afford in sufficient quantity; i.e., 16mm films infrequently used

rare; e.g., certain specimens and museum objects not available in duplicate

needed on a temporary basis; e.g., equipment to replace school-owned equipment being repaired

provided for examination and consideration for purchase; e.g., new materials and equipment included in a district educational media selection center

4. Through its own collection of films and related media or through participation in a multidistrict film library program, the district media program provides access for individual schools to at least 3,000 titles, with sufficient duplicate prints to satisfy 90 percent of all requests. This is a minimal figure and access to additional titles up to a total of 5,000 titles may be needed. In addition, sufficient funds are provided for purchase and/or rental of new and specialized titles as needed throughout the year. Selection of materials in 16mm or video format is based on quality of image, utilization mode, size of intended viewing audience, availability of materials and equipment, and cost of change-over from one format to the other.

5. The district professional library gives administrators, curriculum consultants, teachers, media professionals, and other district and school staff convenient access to professional materials by which to keep informed of trends, developments, techniques, research, and experimentation in general and specialized areas of education. It includes works in such related subjects as communications, sociology, anthropology, behavioral psychology, the humanities, linguistics, and philosophy. Information sources may include books and pamphlets, government documents, journals, films, filmstrips, videotapes and audio tapes.

Expenditures

(Included in standard for building expenditures)

Facilities and Furniture

Factors to be considered in planning district media program facilities include the following questions:

Is the district located in a rural or urban area? What effect do geographic factors have on the location of the district media center?

Is it possible and feasible to contract with another district for some (or all) of the media services which need to be offered?

Does the district now have contractual arrangements with other districts for other types of services and do they relate to the media program?

Is the school district divided into administrative subunits?

What financial factors in the district influence the scope and variety of district media program elements?

Is the present district administrative center located in one or several buildings? Is space currently available in any of these buildings? Will new construction be required?

Facilities for the district media program should be in the school district administrative center to provide maximum convenience in access, use and communication. If the entire district program cannot be accommodated there, priority should be given to media program administrative area, the professional materials collection, conference areas, and the media selection and evaluation center, in order to make these program elements accessible to curriculum specialists and committees, as well as to school personnel.

Areas	*Considerations*
Planning and administration:	Private office for director and office areas for media professionals. Adjacent to curriculum specialists
Consultative Service and Staff Development:	Area for demonstration and staff development programs. Sound and light control.
	Conference areas and meeting rooms, as needed. Portable walls increase flexibility. Sound and light control. Area may be combined with media selection and evaluation center.

Areas	*Considerations*
Film and Video Tape Collections:	Space for housing; rewinding, cleaning, and repair of film and videotape materials. Temperature and humidity controls. Located adjacent to shipping. Preview area.
Professional Library:	Provides housing for all types of materials and associated equipment. Accommodates reading, study, listening, and viewing by users. Provides for circulation of materials to district staff and to schools. Area is accessible during, before, and after regular school hours, and during vacation periods.
Media Selection and Evaluation Center:	Accommodates all types of materials and associated equipment. Provides adequate space for individual and group viewing and listening without restricting access to or use of collection. Temperature, humidity, and light controls. May be part of professional library area; may be located adjacent to processing center.
Processing Center:	Areas for receiving cataloging, processing, and distribution. Space for office area, typists, processing clerks. Storage space for materials, supplies, and equipment. Space must allow for efficient work flow. Adequate electrical outlets, telephone communication systems, sink(s), temperature and humidity control. Easy access from outside for shipping and receiving. Consider relationships to: media selection and evaluation center, production services, data processing, and business office.
Equipment Services: Evaluation, Maintenance, and Loan:	Areas for inspection and repair of equipment. Storage areas for equipment (new items, loan items, and items scheduled for repair) and for parts and supplies.
Production Services:	Work area(s) for professional staff, technicians, and aides. Storage space for various sizes and dimensions of materials used and produced in the center.
Graphics and Photography:	Space for production of art work, with accompanying storage for work and supplies. Adequate paper storage space located near machines. Refrigeration equipment for photographic and diazo supplies. Air-conditioned darkroom with light locks and warning systems.
Audio Tape Production:	Space for recorders and duplicates. Storage space for master tapes and duplicates. Sound-proof room(s), as needed.

Areas	*Considerations*
Radio Studio:	Recording studio and control booth for live production with adequate sound control. May combine with or locate near production services area.
Television Production:	*Consider* as alternatives for district television production: contracting for television production use of regional, State, or other programming, use of mini studios and portable video tape units. Area includes offices, studio(s), control room, and storage and work area. Adequate climate control for efficiency and comfort of operation.

Audiovisual Equipment

Number, type, and quantity of items are dependent upon the scope of the district media program.

Scheduling and Organization

Decisions relative to access and delivery systems are the responsibility of the district media program director. Heads of school media programs are oriented relative to the total operations and contribute input to aid in evaluating their effectiveness.

Processing services include ordering, receiving, cataloging, physical processing, and distributing materials and equipment to the individual schools that selected them. Processing services handle the acquisition and appropriate preparation of all types of formats—print, visual, auditory, and tactile—and accompanying equipment. The extent of processing varies with different formats.

Processing alternatives include provision of centralized processing at the district level; contracting for processing services available from a multidistrict, regional, or State center; use of commercial processing; and combinations of these approaches. Handling of processing at the individual school level is rarely advisable in terms of economy and efficiency. In determining the system or combination of systems that best meet the district's need, consideration is given to size of the operation, number and proportions of different formats to be processed, number of duplicate items, available personnel, available space, existing studies comparing costs of commercial services with typical district-operated services, available funds and any constraints upon uses of these funds. Districts which decide to use commercial processing services may need to supplement these services.

Other district media program functions that promote access to information sources include coordinating development of community resource files, developing policies that facilitate school use of community resources, coordinating telecommunications activities within the district, and investigating and arranging for districtwide participation in larger-area (multi-district, regional, State) media programs that afford extended access to broader media resources. Provisions for access to resources beyond those of the school and the district require clearly defined policies and procedures.

District media program operations such as processing services, equipment services, film and videotape collections, and so on, are supported by convenient delivery systems for frequent pick-up and delivery of materials and equipment among schools and the district center.

3. Regional Standards for School Media Programs*

Middle States Association of Colleges and Secondary Schools

High Schools:

Program

Educational media services and facilities adequate to support total instructional program and encourage students and staff to broaden and extend the range of learning. Staff an integral part of all curriculum development practices. Teachers and students should avail themselves of all resources.

Personnel

Adequate staff to meet needs of both students and staff.

* Issuing agencies and official published sources of the regional standards for school media programs are provided in Appendix A. Bibliography of Documents Containing Regional and State School Media Standards.

Resources

Resources (book collection, current periodicals, and audiovisual materials) sufficient to meet needs of school.

Expenditures

Annual budget adequate to meet needs.

Facilities and Furniture

Educational media facilities adequate to serve school needs.

Audiovisual Equipment

Audiovisual equipment sufficient to meet school needs.

Scheduling and Organization

Equipment and materials properly cataloged and housed.

Junior High/Middle Schools:

Program

Research and independent study in all areas of the school program. Librarian or media specialist an integral part of curriculum development.

Personnel

Qualified librarian or media specialist with support personnel.

Resources

Variety of materials (including audiovisual materials) for research on independent study in all areas of the school program.

Expenditures

Budget adequate to meet the needs.

Facilities and Furniture

Adequate facilities for materials and storage space for research and independent study in all areas of the school program.

Audiovisual Equipment

Sufficient audiovisual equipment.

Scheduling and Organization

Files and records efficiently maintained and available.

New England Association of Schools and Colleges, Inc.

Program

Facilities, staff, materials used effectively in the educational program.

Personnel

Professional, competent staff.

Resources

Adequate collection of books and periodicals, auditory and visual aids, and other resource material.

Facilities and Furniture

Library which is the center for resource material for every aspect of the school program.

North Central Association of Colleges and Secondary Schools

Elementary Schools:

Program

1. A comprehensive program shall be developed to provide children and teachers with learning experiences in the use of all media.
2. Instruction in the use of the instructional learning materials and the center's other resources shall be provided to all children in the school and to the staff.
3. There shall be an ongoing evaluation of the effectiveness of the program's organization, services, and resources.
4. Progress Criteria *
   —A committee consisting of faculty representatives, administrators, and learning materials personnel is established to give general direction to the learning materials program of the school.
   —Pupils are involved in the selection of their learning materials at their own level of interest and understanding.
   —Creative ways are sought to solicit parental involvement in the selection of instructional/learning materials.
   —All learning materials are made available to all pupils without cost.

Personnel

1. Responsibility for the development and the operation of the learning materials program shall be placed under the direction of a qualified (professional) media specialist.
2. Media specialists in the elementary school shall meet State certification requirements.
3. The school shall provide qualified professional media specialists according to the following ratios:

* Also applies to Classroom-Unique instructional learning materials and equipment.

67

Enrollment	*Number of Media Specialists*
Fewer than 400 children	At least one half-time specialist (professional).
400 or more children:	At least one full-time specialist (professional).

4. In order to permit the media specialist to provide essential professional media services to children and faculty, sufficient clerical and paraprofessional help shall be provided.

Resources

1. The collection shall consist of print materials and non-print materials to meet the needs of the children in all areas of the school's program.
2. The minimum book collection shall be 2,000 volumes, exclusive of textbooks, or 10 volumes per child, whichever is larger.
3. All instructional/learning materials shall be selected with consideration for the appropriate treatment of racial, ethnic, and cultural groups and the avoidance of sex stereotyping.
4. Provisions shall be made for a professional library containing a collection of pertinent print and multimedia materials readily accessible to the staff.
5. The professional staff of the school, under the leadership of the media specialist, shall assume the responsibility for the selection of materials and equipment for the media program.
6. There shall be written policy, approved by the board of education, concerning the criteria to be used in the selection and evaluation of instructional learning materials for the media program.

Expenditures

After a minimum balanced print and non-print collection has been established, the annual expenditure for books (exclusive of textbooks), magazines, and audio-visual materials shall be as follows:

Enrollment	*Expenditures*
Fewer than 400 children:	$6.00 per pupil
Over 400 children:	$2,400 for the first 400 pupils, plus $4.00 for each additional pupil

All media materials and equipment shall be maintained adequately, with provisions made to replace obsolete materials and worn-out equipment on a regular basis.

Facilities and Furnishings

1. The school's building-wide instructional/learning media program may be housed centrally or may be dispersed in decentralized resource centers. Under any design, it provides for the coordination of child and staff utilization of the school's total supply of instructional/learning materials and equipment, except for those items that are unique to the individual classrooms.
2. The center shall be large enough to accommodate at least 40 children at one time. Schools with an enrollment in excess of 650 students shall have a center large enough to accommodate at least seven percent of the children.
3. The learning materials center shall be easily accessible to all children.
4. The center shall be attractive and well-lighted.
5. Areas for reading, listening, viewing, and individual learning shall be provided in the center.
6. Adequate space in the center shall be provided for the storage and use of learning equipment and print/non-print materials.

Audiovisual Equipment

There shall be instructional learning equipment and supplies adequate in quality and quantity to meet the needs of the children in all areas of the school's program. The instructional learning equipment shall be sufficient in quantity and variety to support the non-print collection.

Scheduling and Organization

School Library organized as resource center of instructional materials for entire educational program.

1. The collection of instructional/learning materials shall be classified and cataloged according to a nationally accepted system.
2. All instructional/learning materials and equipment in the school shall be listed in a central catalog.
3. The instructional/learning materials and equipment of the building program shall be available to children and staff throughout the school day.
4. The instructional/learning materials and equipment of the programs shall be available to children and staff throughout the school year.

Junior High/Middle Schools:

Program

Media center a resource for the school's total program; function is to locate, gather, provide, organize, and coordinate school's resources and devices and motivate and assist teachers and students in their effective use; enable students to pursue special interests, receive special assistance and gain positive attitude toward all instructional materials; offered staff and students opportunity to make effective use of materials; inservice training for staff and students; adequate fiscal allotments, budget management, personnel competencies, materials, available, equipment utilization, facilities design, and staff training capitalized on in program of services; instructional materials center open to students and staff throughout school day and at other times as deemed desirable by local situation.

Personnel

Personnel professionally trained in school library and audiovisual services with broad background in education and certificated as teachers and meet State standards of preparation; at least 1 professionally trained person; schools with enrollment less than 400 at least 1 half-time professional; schools with 400 or more at least 1 full-time professional; adult technical assists (clerks and/or paraprofessionals) sufficient to permit materials center director to perform professional functions; sufficient staff of librarians, technicians, clerks; to provide services for number of students to be accommodated.

Resources

Adequate books and other educational media to meet varied needs and interests of students and staff; adequate supply of educational media including books, films, filmstrips, recordings, tapes, slides, transparencies, pictures, maps, globes, charts, programmed instruction pamphlets, periodicals, newspapers, realia, and other resources for learning; professional library of books and periodicals; materials evaluated annually in terms of recency, appropriateness, balance, adequacy, and usage; professional staff, working with materials center staff, assume major responsibility in selection of materials; minimum of 1200 books (exclusive of textbooks) or 5 per pupil, whichever is larger, for enrollment up to 500; 3 additional books per pupil above 500.

Expenditures

After the media program has acquired a minimum balanced print and non-print collection, annual expenditures for books, magazines, and audiovisual materials (exclusive of textbooks), the annual expenditure must be:

Enrollment	*Expenditure*
Fewer than 500	$4 per pupil
500–999	$2,000 for first 500 plus $3.50 per pupil above that
1,000–1,999	$3,750 for first 1,000 plus $3 per pupil above that
Over–2,000	$6,750 for first 2,000 plus $2 per pupil above that

Facilities and Furnishings

Instructional materials center of adequate size;

Enrollment	*Number of Reading Stations*
Up to 1,000	Enough to serve 8% of enrollment, but not less than 40
1,000–1,999	Enough to serve 7% of enrollment, but not less than 80

Audiovisual Equipment

1. Adequate and appropriate types of teaching and learning equipment for all areas of the school program shall be provided in the amount and type needed to accomplish the instructional objectives.
2. Progress Criteria
   . . . Careful study is made of advances in electronic learning devices and appropriate efforts are made to incorporate them for use in the library facility. A modern information retrieval system should be an important objective of the faculty and administration.

Schedule and Organization

Records of acquisition, classification, cataloging, circulation, and financing shall be accurate and up-to-date. An alphabetically arranged card catalog, using a recognized system, and a shelf-list shall be maintained.

Optional and Special Function Schools

Program

A coordinated learning resource program makes available a wide array of human and material resources for students and teachers. The program supports learning through the adequate provision of appropriate and other pertinent instructional/learning resources.

Personnel

A professional staff member with appropriate preparation has been designated to coordinate the to-

tal learning resource program. The coordinator is directly involved in all major curriculum and instructional planning in the school. The coordinator has access to sufficient clerical assistance.

Resources

The resources are of such diversity and variety as to foster the individualization of learning. The learning resource program derives from the philosophy and objectives of the educational program. Staff and students participate in the selection of learning resources.

The school has adopted a policy statement concerning the selection and use of textbooks, other learning materials, instructional materials, and library materials. The policy statement has been approved by the board of education.

Expenditures

Sufficient financial provisions are made for the development and the operation of the learning resource program.

Facilities and Furniture

The physical facilities available for the learning resource program are adequate.

NOTE: The school may share instructional/learning resource services with other institutions or learning centers when this is deemed feasible and desirable in light of the school's educational commitments. However, those services must be readily accessible to the staff and students of the school.

Independent College-Preparatory schools:

Program

1. The professional staff shall provide such services as instructing students in the use of the media center, assisting teachers in locating and utilizing resources, and the production of graphic and other materials.
2. Progress Criteria
   . . . A faculty advisory committee has been appointed to extend the services and utilization of the library and to evaluate its effectiveness.

Personnel

1. Professional Library Personnel. Member schools shall employ the equivalent of at least one professionally trained individual. The professional staff shall provide such services as instructing students in the use of the media center, assisting teachers in locating and utilizing resources, and the production of graphic and other materials. In addition, the professional staff should develop a plan for the evaluation and selection of materials utilizing standards lists and the judgments to teaching staff. In order to provide these services, the equivalent of the following numbers of professional library personnel is required according to the enrollment categories shown:

Enrollment	*Qualified Library Personnel Required*
Fewer than 200	At least 1 half-time librarian
Over 200	At least 1 full-time librarian

Note: In meeting the above standard, a school shall employ at least one qualified librarian on a half-time basis.

2. Clerical Help. In order to permit media specialists to perform essential services to faculty and students, sufficient technical and clerical help shall be provided.
3. If a school maintains an innovative program such as team teaching, modular scheduling, dial access, television, or individualized instruction, more personnel will be required.
4. Progress Criteria
   . . . Professional staff hold master's degrees in library science and/or audio-visual services and are provided with sufficient technical assistance to perform services adequately.

Resources

1. Adequacy of Collection. A minimum collection of 4,000 books, exclusive of high school textbooks and appropriate for instruction needs, shall be provided. Minimum collection requirements as enrollments increase are:

Enrollment	*Volumes Required*
Fewer than 200	4,000
200–499	4,000 plus 12 books for each student over 200
500–999	7,000 plus 8 books for each student over 500

2. In addition to the print material collections described above, the faculty and students should have maximum access to filmstrips, 8mm films, tape and disc recordings, and slides, as well as 16mm films, video tapes, and other more expensive items which may or may not be stored in the building. If a school maintains an innovative program such as team teaching, modular scheduling, dial access, television, or individualized instruction, more materials will be required.
3. Newly organized schools will be given a reason-

able amount of time to meet the volume requirement of regular member schools.

4. (Interpretation: Libraries must first meet the minimum collection of books and then may supplement this by bookmobile services.)
5. Selection Policy. The professional staff shall develop a statement of policy, with board approval, for the selection of reference materials, instructional material for the library, and textbooks.
6. To keep the staff abreast of current curricular trends and research findings, the school system shall make available a professional library of books and periodicals.
7. Progress Criteria
   . . . A minimum collection of 10,000 books are provided.

Expenditures

After a media program has acquired a minimum balanced print and non-print collection, the annual expenditure for books, magazines, and audio-visual materials (exclusive of textbooks) shall be $8.00 per student. The contributions of federally funded programs may be counted in meeting this standard.

Facilities and Furniture

1. Instructional Materials Center and Equipment. The center shall be attractive, easily accessible, well-lighted, appropriately equipped, and shall accommodate 12 percent of the enrollment. The center shall not be used as a study hall requiring supervision by the professional staff and reducing reading stations to fewer seats than required above. Sufficient work room and storage space shall be provided.
2. Progress Criteria
   . . . Independent study carrels are provided for a substantial number of students along with rooms for small group discussions.
   . . . Teachers' offices are in close proximity to the library in order to foster easy communication.

Audiovisual Equipment

Equipment for production of a wide range of media

Progress Criteria

. . . Careful study of advances in electronic learning devices and appropriate efforts to incorporate them into the library facility.

. . . Modern information retrieval system should be on important faculty and administration objective.

Organization and Schedule

Accurate and up-to-date records of acquisition, classification, cataloging, circulation, and financing. Alphabetically arranged card catalog using a recognized system; self-list.

Secondary Schools:

Program

Coordinated instructional media program organized to make accessible a wide range of media to teachers and students; receiving, storing, retrieving, and displaying information in all forms in a center and at other locations; production of a wide range of media for teachers and students; program developed to support instruction through appropriate facilities and staff

Instructioning students in use of media center; assisting teachers in locating and utilizing resources; development of plan for evaluation and selection of materials

Progress Criteria

. . . Faculty advisory committee to extend services and utilization of library and evaluation effectiveness.

Personnel

At least 1 professionally trained individual on a half-time basis, qualified as librarians or audiovisual specialist recommended numbers are:

Enrollment	*Specialists Required*
Fewer than 300	At least 1 half-time
300–1499	At least 1 full-time
Over–1500	At least 2 full-time

Sufficient clerical and technical assistance to perform essential services

Progress Criteria

. . . Professional staff hold master's degree in library science and/or audiovisual

Materials

Minimum collection of 2,500 books, exclusive of textbooks

Enrollment	*Volumes Required*
Fewer than 200	2,500
200–499	2,500 plus 8 books per student over 200
500–999	4,900 plus 6 books per student over 500
1000–1999	7,900 plus 4 books per student over 1000
Over–2000	11,900 plus 2 books per student over 2000

71

Progress Criteria

. . . Minimum collection of 6000 books or 10 per pupil for larger schools

Filmstrips, 8mm films, tape and disc recordings, slides; access to 16mm films, video tapes and other more expensive items not stored in building; more materials needed if an innovative program such as team teaching, modular scheduling, dial access, television or individualized instruction is maintained; newly organized schools have reasonable time to meet volume requirements; libraries meeting minimum collection of books may supplement with bookmobile service; professional library of books and periodicals; development of a board approved selection policy for selection of reference books, library instructional materials, and textbooks; adequate and appropriate types of teaching and learning.

Expenditures

Expenditures recommended after acquisition of minimum balanced print and non-print collection

Enrollment	*Expenditures*
Fewer than 500	$4 per pupil
500–999	$2,000 plus $3.50 for each pupil above 500
1000–1999	$3,750 plus $3 for each pupil above 1000
Over–2000	$6,750 plus $2 for each pupil above 2000

Note: Federal funds may be counted for meeting this standard.

Facilities and Furnishings

Attractive, easily accessible, well-lighted, well-equipped center to accommodate the following reading stations:

Enrollment	*Reading Stations*
Up to 1000	Enough for 8% of enrollment, but not less than 40 pupils
1000–1999	Enough for 7% of enrollment, but not less than 80 pupils
2000 or More	Enough for 5% of enrollment, but not less than 140 pupils

Center shall not be used as study hall reducing reading stations to fewer seats than required above.

Sufficient work room and storage space

High school library must be housed in high school building

Progress Criteria

. . . Independent study spaces (carrels) provided for a substantial number of pupils

. . . Rooms for small group discussions

. . . Teachers' office in close proximity to library

Schedule and Organization

Record-keeping. Records of acquisition, classification, cataloging, circulation, and financing shall be accurate and up-to-date. An alphabetically arranged card catalog, utilizing a functional classification system, shall be maintained.

Vocational/Occupational Secondary Schools:

Program

The professional staff shall provide such services as instructing students in the use of the media center, assisting teachers in locating and utilizing resources, and the production of graphic and other materials.

Progress Criteria

. . . Instructors are encouraged to visit the mediated learning center on a regular basis for the purpose of fostering better coordination as it relates to their respective occupational educational program.

. . . A faculty advisory committee has been appointed to extend the services and utilization of the mediated learning center and to help evaluate its effectiveness.

Personnel

1. Professional Media Personnel. Member schools shall employ a professionally prepared individual as learning center coordinator. When the school enrollment exceeds 500 students (full-time equivalency), a full-time coordinator shall be employed.
2. Clerical Help. In order to permit media specialists to perform essential services to teachers and students, sufficient technical and clerical help shall be provided.
3. Progress Criteria

   . . . Media staff members are provided with sufficient technical assistance to perform adequately their duties in such a way as to maximize services to students and instructors.

Resources

1. Media Section Policy. The school administrator, media staff, and instructional staff shall be responsible for the development of a policy

for the selection and evaluation of all instructional materials to be utilized by the instructional materials center. This policy should have board approval.

2. Classroom Instructional Materials and Equipment. Adequate and appropriate types of teaching and learning materials and equipment for all areas of the school program shall be provided in the amount and type needed, placed in appropriate locations, to accomplish the stated instructional objectives.
3. Teachers and students should have maximum access to filmstrips, 8mm films, video tapes, teacher-prepared slides, closed circuit television, automated individualized instruction (programmed materials), and any additional present or future means of enhancing instruction through mediated learning.
4. Print Materials Collection. A sufficient collection of books exclusive of the adopted texts and appropriate for the school's instructional needs shall be provided in the immediate instructional area of each occupational program taught in the school. A central library shall support the decentralized print-resource areas, but may not be considered a substitute for them.

Expenditures

Media Program Expenditures. The annual expenditures for all media shall be adequate to meet the instructional and learning needs of the school.

Facilities and Furnishings

1. Instructional Materials Center. The center shall be attractive, easily accessible, well-lighted, appropriately equipped, and spacious enough to accommodate a sufficient proportion of the school's enrollment at learning stations.
2. Independent Study Carrels. Are provided for a substantial number of students.

Audiovisual Equipment

Progress Criteria

. . . Careful study is made of advances in electronic learning devices and appropriate efforts are made to incorporate them into the mediated learning center. A modern information retrieval system should be an important objective of the media staff, instructional staff, and administration.

Northwest Association of Secondary and Higher Schools

Recommendation

Media center impact on educational program;

Aid teachers and students in locating, selecting, and using materials;

Close cooperation between teaching staff and media specialist.

Minimum

Adequate orientation in media center use for students and staff

Joint planning between media and teaching staff to encourage use of center resources in daily class activities

Personnel

Enrollment	Full-time Staff *(Prof & Clerical)* *
Up to 125	¼
125–250	½
251–500	1
501–750	1 ½
751–1000	2
1001–1250	2 ½
1251–1500	3
1501–1750	3 ½
1751–2000	4
2001–2250	4 ½
2251–2500	5
2501–2750	5 ½
2751–3000	6
3001–3250	6 ½
3251–3500	7

* First full-time person must be a certificated instructional media specialist.

Larger schools must provide assistant media specialists and clerical assistants in sufficient numbers to assure satisfactory service.

Materials

Books (Minimum)

Majority of titles selected cooperatively by media center staff, teaching staff, and students.

Standard Catalog for High School Libraries (H. W. Wilson) and

Basic Book Collection for High Schools (ALA) recommended for creation of basic collection

Balanced distribution of titles in all classifications

Annual

80 of required minimum of titles must be nonfiction

73

Enrollment	*Number of volumes*
200 or fewer	2,400 (1,920 titles with 1,536 nonfiction)
201–500	4,800 (3,840 titles with 3,072 nonfiction)
501–1000	7,200 (5,760 titles with 4,608 nonfiction)
1001–1800	9,600 (7,680 titles with 6,144 nonfiction)
Over 1800	12,000 (9,600 titles with 7,680 nonfiction)

Minimum (Periodicals)

Distribution to serve all school departments

Proper storage and filming space for current and back issues

Periodicals on minimum list must be selected from *Reader's Guide* or *Abridged Readers' Guide*

Enrollment	*Periodicals*
200 or fewer	25
201–500	30
501–1000	40
1000–1800	50*
Over 1800	75*

*20% Duplication permitted

Newspaper

1 or more daily metropolitan newspapers
1 or more local newspapers

Audiovisual Materials

Adequate materials for effective use in instructional program—examples: realia, filmstrips, film loops, tape and disc recordings, flat pictures, art prints, maps and globes, films, slides, transparencies.

Expenditures

Basic

Minimum annual budget for books, periodicals, dictionaries and encyclopedias, and audiovisual materials and equipment:

Enrollment	*Expenditures*
200 or fewer	$1,000
201–500	$2,000 or $5 per student *
501–1000	$3,000 or $4 per student *
1001–1800	$4,000 or $3.50 per student *
Over 1800	$6,000 or $3 per student *

* Whichever is greater

Financial provision for repair and replacement of materials and equipment

Facilities and Furnishings

Basic

Adequate, attractively arranged space for number of students enrolled

Facilities and space for

- Student and teacher use of facilities for large groups, small groups, individual study, viewing, listening, recording, student staff and work areas; general library
- Housing of all basic media such as books, periodicals, pictures, other printed materials, and audiovisual materials and equipment

Audiovisual Equipment

Basic

Adequate equipment for effective use in instructional program, e.g., recorders, record players, projectors or various kinds, television receivers, screens, cameras.

Organization and Schedule

Basic

Materials housed in school must be properly inventoried and cataloged; shelf-list; standard card filing for all materials and equipment.

Minimum

Center open all school periods, lunch periods, and immediately proceeding and following school hours, not less than 2 hours per day of instructional media center time available

Southern Association of Colleges and Schools

Elementary

Program

Effective implementation of program of meaningful experiences:

- effective use of special services such as instructional media center
- effective individualized and personalized study, e.g., independent research, peer interest and discussion groups, learning centers to encourage independent study, individualized use of audiovisuals, programmed materials and materials

Comprehensive program of library services to children, e.g., story hour activities, teaching of library skills, checking out books, opportunities for independent study, group research, browsing, use of printed and audiovisual materials; providing curriculum materials

74

Personnel

No. Classroom teachers	*No. Librarians ** Media specialists*
less than 12 full-time	½ or more
12 or more full-time	1
30 or more full-time *	Additional staff, professional or clerical *

Materials

adequate and appropriate learning materials for all levels and areas of instruction

At least 10 books per child (Books on order may be counted as part of requirement)

Expenditures

$10 per pupil budgeted and expended annually for instructional supplies and materials, exclusive of basic textbooks.

New schools should have special provisions for meeting standard; up to 30 years may be allowed by States.

Facilities and Furniture

Space and facilities for media center using multi-media materials and equipment

Provision for large and small groups

Space readily accessible to pupils, attractive, properly lighted, fitted with standard library equipment

Flood space to provide for a minimum of 40 pupils at one time; adequate space for storage, workroom, other areas appropriate to media center

Audiovisual Equipment

Audiovisual equipment commensurate in kind, quality and amount with program

Adequate and properly balanced quantity of such items as 16mm motion picture projectors, filmstrip projectors, 8mm projectors, tape recorders, record players, television sets, overhead projectors.

Secondary:

Program

Member schools shall provide a library program of instructional materials service, adequate in quantity and quality to supply the instructional resources (printed and audiovisual) to assure opportunities for breadth and depth in learning necessary to develop the personal growth of those served by the member school.

The responsibilities of the library program of services shall include:

1. Planning with teachers the use of the instructional material center
2. Instructing pupils in the use of materials and guiding their reading and research
3. Acquainting those served by the instructional materials center with its collection and potential services and uses.

Personnel

The instructional materials services program shall be head by a qualified librarian. Among his duties are included the acquisition, organizing and catalog of materials and training and supervising the services of additional personnel needed to provide adequate instructional materials services.

Enrollment	*Professional*	*Clerk*
1–299	½ (Minimum of 12 semester hours study in library science	— Schools enrolling 750 or more should have a full-time clerk
300–999	1 professionally qualified librarian	
1000–1499	2 additional professional qualified as a librarian, audio-visualist or materials specialist	
1500 Up	Additional staff as needed	Additional staff as needed.

Resources

The library materials shall include a basic book and periodical collection as recommended by State and national groups which State Committees of the Commission on Secondary Schools recognize for this purpose. The school library shall be organized as a resource center of instructional materials for the entire educational program. The number and kind of library and reference books, periodicals, newspapers, pamphlets, instruction files, audiovisual materials and learning aids shall be adequate for the number of pupils and the needs of instruction in all courses.

An accredited school (except in the case of one newly constructed and consolidated with one or more accredited schools) shall have a minimum of 800 usable and acceptable library volumes or not fewer than eight volumes per pupil whichever is greater.

* When number of full-time teachers is 20 or more, at least half-time clerical help is recommended, with 30 or more, full-time clerical help is recommended.

** Special teachers and librarians (media specialists) should be certificated in their respective areas for elementary grades

75

By 1975–6, these figures shall be 1,000 usable and acceptable library volumes or not fewer than 10 volumes per pupil, whichever is greater. In the case of the exception noted, such new schools shall have at least two books per pupil at their opening and shall add at least two books per pupil per year until the standard is met.

Expenditures

The school's budget shall include funds in adequate amounts for the purchase of library books, periodicals, supplies, and audiovisual materials, exclusive of equipment. The minimum annual expenditure for the purchase of library books, periodicals, library supplies, and audiovisual materials, exclusive of equipment shall be $350.

The following schedule is required as a minimum:

Enrollment	*Expenditure Per Pupil*
Up to 500	$2.50
501–1000	$1,250 for the first 500 pupils, $2.00 per pupil above that
1001 Up	$2,250 for the first 1,000 pupils, $1.00 per pupil above that

Facilities and Furnishings

The physical facilities shall include a library program or rooms readily accessible to pupils, attractive in appearance, properly lighted, fitted with standard library equipment and with sufficient floor space to provide for 10 percent of the enrollment but not fewer than 40 pupils and with adequate space for storage, workroom, and other areas appropriate to an instructional materials center.

Audiovisual Equipment

Equipment shall include various types of audiovisual equipment and supplies commensurate in kind, quality, and amount to the activities of its program.

Organization and Schedule

The school library shall be organized as a resource center of instructional materials for the entire educational program.

The daily schedule shall possess such flexibility as is required to provide for various types of program activities including opportunities for research, instructional materials center usage, and individual study.

4. State Standards for School District Media Programs *

COLORADO

Program

1. Centralized acquisition, cataloging, and processing of print and audiovisual materials.
2. Consultative and technical assistance to school media center personnel.
3. Inservice programs for teachers, administrators, and media center staff.
4. Media program planning, development, and evaluation.
5. Liaison with other district as multimedia curricular units.
6. Liaison with public, academic, and special libraries.
7. Encouragement and support of innovative school media programs.
8. Formulation of district or multi-district level policies relating to media programs, e.g., selection, reconsideration, etc.
9. Development of a total media budget advisory assistance to individual media centers on their budgets, and supervision of the expenditure of these funds
10. Administration of a central media collection.
11. Administration of a central production facility.
12. Provision of a professional media collection.
13. Repair of audiovisual equipment.
14. Courier seminar.
15. Access to computer services.
16. Assistance to administrators, in planning media programs for new schools and enlarging media services in existing schools.
17. Provision of a central source of consumable supplies.
18. Provision of a centralized collection of materials which may be borrowed by individual school media centers to augment their collections.
19. Provision of an examination collection of print and audiovisual materials, new equipment, and supplies.
20. Cooperation with district-level subject specialists on curriculum development.
21. Involvement with architects, etc. in remodeling or expanding present school media facilities and

* Issuing agencies are official published sources of the State standards for school district media programs are provided in Appendix A. Bibliography of Documents Containing Regional and State School Media Standards.

development of educational specifications for new facilities being planned in the district.

22. Liaison with colleges and universities.
23. Liaison with the State department of education and the State Library.

Personnel

Teachers Employed	*District Staff*	
	Professional	*Support*
50	0.5	1
51–100	1	2
101–300	2	4
301–500	3	6
501–1000	4	8
1001–1500	5	10
1500+	6	12

Resources

Every school district should have a written selection policy for equipment and materials which has been adopted by the local school board.

Every school district should also have a positive statement on the student's right to explore a variety of viewpoints and philosophies.

In addition, every district should have a written reconsideration policy and a form which is used to initiate a review of materials that are questioned. The district school board should officially adopt a reconsideration policy and form.

16mm films
Expensive multimedia kits
Out-of-print materials

Other materials not purchased by buildings because of cost, rarity, infrequency of use, or specialized handling and/or storage requirements.

Professional collection: textbooks, courses of study, journals, books to supplement individual school collections.

Expenditures

Additional funding is required to establish major expansions of district and multi district services.

Audiovisual Equipment

Equipment for tape duplication (audio and video), complex media production, closed circuit television production, etc.

DISTRICT OF COLUMBIA

By 1978, 3 librarians and 3 clerks for one office of the Supervising Director.

FLORIDA

Program

1. The district develops and implements a plan to promote effective media programs.
2. The district develops and implements a plan to provide media and equipment which are impractical at the building level.
3. The district develops and provides inservice programs in the use of media and equipment for school personnel.
4. The district interprets for school personnel and the lay public ways in which the media program contributes to quality education for students.
5. The district analyzes the effectiveness of media in relation to the objectives of the total educational program.

Level 1–a

6. The district develops a written policy statement regarding the selection and use of media, including defined procedures for dealing with problems of censorship or controversial materials adopted by the school board.
7. The district provides advisory, consultative, and informational services on selection, organization, production, design, and utilization of media.

Level 2–b

8. The district encourages cooperative planning among administrators, supervisors, media specialists, and other school personnel to formulate plans for the improvement and the evaluation of school media programs.
9. The district provides regularly scheduled delivery service of materials available from the district or regional media center.
10. The district provides maintenance service for equipment and materials, including a scheduled, preventive maintenance

Level 3–b

11. The disrict provides centralized cataloging and processing service.

Resources

Level 2–b

1. Instructional films. One film per equivalent full-time teacher with a minimum of 1,000 films titles covering all subject areas, supplemented by duplicates and rentals, are available from district or regional source.

Level 3–b

2. Instructional films. One film per equivalent full-time teacher with a minimum of 1,500 films titles covering all subject areas, supplemented by duplicates and rentals, are available from district or regional source.

Level 2–b,c

3. Professional center. Professional books, journals, and audiovisual materials are available in a center.

Level 3–b,c

4. Professional center. In addition to resources provided in level 2, opportunities for examination and evaluation of current materials and new equipment are provided.

Audiovisual Equipment

Level 1–a

1. The role of electronic educational communications has been established in writing as a subpart of the plan, within the general goals of the total educational plan and the needs and abilities of the specified audience, plus specific goals have been written for each course utilizing electronic educational communications.

Level 2–a

2. Evaluation criteria or performance objectives have been established for each course utilizing electronic educational communications.

Level 1–b

3. Resources necessary for implementing the electronic educational communications component of the plan have been identified.

Level 2–b

4. Level 1, plus specific responsibility for the tasks to be performed through electronic educational communications have been assigned to the human resources identified.

Level 3–b

5. Levels 1 and 2, plus plans have been made in writing identifying additional resources needed for anticipated modifications.

IDAHO

Program

1. Believes in and supports the unified media program.
2. Develops a systemwide (k–12) media program.
3. Develops the goals and objectives of the instructional program.
4. Evaluates the total media program, k–12.
5. Provides inservice educational programs in utilization of media for staff.
6. Coordinates and assists in purchasing, preparing, and cataloging materials and equipment.

ILLINOIS

Program

The district program of services should provide for coordination of effort in meeting the educational and media goals of the schools within the unit, as well as for the development of expanded services which include, but are not limited to the following:

Strategies for the establishment and development of media programs in the individual buildings.

Inservice training for the entire district faculty in the effective use of materials and equipment.

Centralized acquisition and processing of materials.

Centralized selection and acquisition of audiovisual equipment.

Specialized forms of materials production.

Involvement in media staff recruitment and selection for the district.

Personnel

One full-time district coordinator of school media with appropriate professional and personal qualifications in each district of six or more buildings.

In districts with 25 or more buildings, there should be one additional district coordinator for secondary schools and one for every 20 elementary buildings.

One full-time professional cataloger to supervise centralized processing in each district with 12 or more building media centers.

One clerical aide for each professional staff member.

Technical support staff for special services such as graphics, photography, television, production, and centralized processing.

Resources

The district collection should include only very exceptional items such as motion picture films and expensive realia, and even these should not be purchased unless the holdings can be expected to develop to a standard level within a specified period of time.

Film rental should be a district level function. An absolute minimum standard of 6 films bookings per teacher per year is recommended.

Bibliographic control (district union catalog) for materials housed in the individual buildings of the

district should be avoided. The catalog at the building level which is the point of user contact is to prime importance.

Expenditures

The district media budget for materials and services, and excluding personnel should be the equivalent of 5 percent of all the building media budgets for the same items.

Facilities and Furniture

The media facility should be part of or close to the administrative unit of the district and should be carefully planned to accommodate such services as centralized processing, materials evaluation and production, inservice education, and circulation of highly specialized resource materials. Space should be provided for audiovisual equipment necessary to the district level program, but there should be no centralized storage for equipment to be disseminated to the schools.

INDIANA

Program

If every school in the system is to have good instructional materials services, arrangements must be made for a system-wide instructional materials program in addition to a program in every school. A system-wide program provides (1) supervision, (2) a materials center at the system level, (3) centralized purchasing, cataloging, and processing services for individual schools, (4) services for very small schools for which a full program of library and audiovisual materials is not feasible, and (5) materials which are too expensive for the single unit to own.

Personnel

Every multiple unit school district with five schools or more shall employ an instructional materials specialist to supervise services and to coordinate selection, organization, and processing of materials.

KANSAS

Program

1. The district library-media program shall be organized to
   - include the entire district or a consortium of districts when utilizing personnel, services, materials, and equipment
   - provide inservice programs in the use of library-media and equipment
2. The district library-media program shall be implemented by
   - a written policy statement concerning the selection and optimum use of library-media including procedures for dealing with controversial materials
   - establishing coordinated services for cataloging and processing, maintenance of material and equipment, and delivery service
   - providing for an annual evaluation process to determine the effectiveness of the district library-media program in relation to the goals and objectives of the total educational program
   - utilizing all available media resources within the district and if, feasible, with surrounding districts including personnel, materials, and equipment. Public or community resources shall also be utilized whenever possible.

LOUISIANA

Personnel

Library Supervisor: Recommended as school systems develop school libraries; small systems should consider multi-system appointments.

Library Supervisor Qualifications: Hold valid Louisiana certificate in school library service

1. five years of successful school experience, including 3 as school librarian for directors of materials bureaus or centers
2. five years of successful experience as school librarians for school library supervisors
3. supervisors and directors of materials bureaus or centers should hold master's degree from a regionally accredited institution, including 12 hours of graduate training in library science in addition to the minimum requirement of 18 semester hours

MARYLAND

Program

1. Provision of inservice education programs in utilization of media
2. Central purchasing, cataloging, and processing of materials for school media centers
3. Provision of professional library collections and services for teachers
4. Provision of additional materials to schools which are too small to provide adequately for the educational needs of students and teachers
5. Loans of expensive or infrequently used materials
6. Distribution of sample materials which schools may examine for possible local purchase

79

7. Production of materials such as transparencies, slides, videotapes, prints, etc.
8. Maintenance of media equipment
9. Provision of a central source for consumable media supplies
10. Computer services for acquisition and processing of material for information retrieval
11. Computer assisted instruction
12. Television services which in addition to open circuit instructional television may include closed circuit television (CCTV) within the system and community antennae television (CATV) services where available in the community. It is suggested that 20 percent of cable channels of any CATV system be reserved for educational purposes. It is essential that the Superintendent of Schools and the Board of Education be involved with other officials and CATV operators before any franchise is awarded.

Personnel

1. Administration:
   Director of media services
   Assistant director of media services (as necessary)
   Secretary for each
2. Supervision:
   One professional per 25 schools
   One secretary per 3 professionals
3. Film Library:
   Head of film library services
   Secretary

   The extent to which this service is provided through closed circuit televiison will determine the number of additional staff needed. It is suggested that systems which do not provide film service through closed circuit television will need the following staff:
   1 booking clerk per 25,000 annual circulation
   1 film inspector per 30,000 annual circulation
   1 film distribution clerk per 20,000 annual circulation
4. Professional Library:
   1 media generalist per each 2,000 professional staff members, with 1 designated as head of the service.
   2 aids or clerks per 2,000 professional staff members served.
   (If additional services such as extensive researching and abstracting are provided, and if library is open for extended hours, additional staff will be needed.)
5. Media examination center:
   Head of examination center
   Secretary
   Aide
   (as service expands, additional staff in specialized subject areas will be needed.)
6. Professing Center:
   Manager
   One cataloger per 100,000 items processed annually
   Supervising Clerk
   1 Clerk per 15,000 items processed annually
7. Media production center (excluding television):
   Head
   Secretary
   1 graphic artist per 1,000 teachers served
   1 photographer per 2,000 teachers served
   1 technician per 1,000 teachers served
   1 Aide per 1,000 teachers served
8. Equipment services:
   Head of Services
   1 Equipment evaluation specialist
   1 equipment evaluation technician per 50 schools
   1 electronic equipment repairman per 25 schools
   (The evaluation function could be placed in the examination center; repair services might be obtained through contract with a commercial agency).
9. Media inservice education services:
   1 professional per 50 schools
   1 workshop aide
   Clerk
10. Printing services:
    Manager
    Secretary
    Editors as needed
    1 operator per item of camera, printing, and binding equipment
    1 typesetter per typesetting unit
11. Television services:
    1 professional position is essential for television utilization even though the system does no production beyond this, the size and type of staff required for the program is determined by:
    (a) the method the system has chosen to utilize television
    (b) the extent to which it produces its own programs
    (c) the extent to which programs are produced in the local schools
    (d) the extent to which television programs are filmed for later use

Photographers and technicians are needed to assist local schools producing their own program as well as for system-wide productions.

Extensive system-wide production calls for:
- Head of services (professional)
- Script writers
- TV teachers
- Clerical, technical, and engineering personnel

Resources

Materials and equipment housed in the school system or regional media center should meet 1 or more of the following criteria:

1. They are too expensive for individual school purchase.
2. They are infrequently used.
3. They require constant care and upkeep impractical for individual schools to provide.
4. They include materials to support instruction in schools too small to justify complete building level services.

On the basis of these criteria, the system or regional media center supplies the following materials and equipment for schools and, for maximum service, in quantities indicated:

1. 16mm motion picture films:
   1 per 10 students (number would be drastically reduced if films were shown on closed circuit television)
2. Professional books and periodicals:
   Books—5 per teacher
   Periodicals—Current subscriptions to 300 titles, plus back volumes and appropriate indices; ERIC materials
3. Special materials for handicapped students:
   e.g., Braille and talking books in quantities sufficient to meet curriculum needs of blind and visually handicapped pupils
4. General materials to serve very small schools:
   Collections based on standards to serve an individual school with enrollment equal to that of the combined small schools
5. Other special materials—adequate for special school system programs; e.g., museum objects, videotape, etc.

Facilities and Furniture

1. Administrative offices
2. Areas for reading, viewing, and listening
3. Areas to house collections, including a film library, professional library, and examination center
4. Areas for processing materials and equipment
5. Areas for production, including video and audiotape studies; areas for graphic arts, photography, and overhead transparency "assembly line"; and areas for maintenance and repair of equipment.
6. Areas for inservice workshop sessions.

MISSOURI

Resources

Class A:

16mm films: sufficient prints in accordance with enrollment to provide ready access to a minimum of 100 curricula oriented titles. Schools may meet this standard by membership in film cooperatives or by budgeting adequate amounts for rental of film.

8mm films: Since 8mm films come in variety of formats, they should be purchased to fit specific curriculum programs. Where the same print exists in both 8mm and 16mm sound films, such 8mm films may count toward quantitative requirements for 16mm sound films.

Class AA:

16mm films: Sufficient prints in accordance with enrollment to provide ready access to a minimum of 200 curriculum oriented titles. Standard may be met by membership in film cooperatives or budgeting adequate amounts for film rental.

8mm films: See Class A standard.

OREGON

Program

Each school district shall provide in each school building organized media services consistent with the district's program and course level goals.

Resources

Each school district shall:

—provide in each school building organized materials, including textbooks, consistent with the district's program and course level goals

—adopt policies and procedures regarding the selection and purchase of instructional materials. The selection policy should include procedures for handling complaints concerning materials.

Audiovisual Equipment

Each school district shall adopt a policy to coordinate the evaluation and purchase of instructional hardware to insure the quality and compatibility of equipment that is available to teachers and students in the district.

Scheduling and Organization

Each school district shall provide organized materials in each school building, located appropriately to sure the needs of the instructional program.

PENNSYLVANIA

Program

A district school library/media program in a plan, both developmental and operational, designed and structured to achieve the fullest realization of district educational goals and objectives through integration of library media services with the teaching learning program and process.

Personnel

When a school district contains 3 or more school buildings, a coordinator of library/media services should be appointed, provided time, and delegated authority to supervise and provide leadership for the district library/media program.

Resources

—A written media selection policy for the district shall determine all acquisition. A written questioned media form shall determine procedure for handling all criticism of media.

—A district media center to provide a reservoir of supplemental media.

Expenditures

The district library/media program budget is planned cooperatively by the administration and the district library/media coordinator with consideration to:

- need to support the instructional program
- adequacy of the professional library
- provision for updating and replacing the print and nonprint media collection
- provision for supplies

Scheduling and Organization

Imperatives:

—A district policy and routine manual outlining the specifics (philosophy, job descriptions, routines and procedures)

—A union file of district media holdings

—Centralized purchasing processing

TEXAS

Program

The district program supports the campus program and has responsibilities which include assistance in:

- Application of all forms of telecommunications to the campus instructional program.
- Development and production of instructional materials.
- Design of LRC facilities.
- Organization of continuing education for staff in all aspects of LRC development.
- Circulation of resources available from the district collection.

Personnel

Size of district staff is determined by the curriculum, number of users of district media center, quantity of materials and equipment, and location and design of facilities. The size of the district will determine the number of staff members which might include:

District learning resources specialists
Special education materials specialists
Media aides
Clerical aides
Volunteers

Resources

Materials made available from the district collection include:

- A more extensive collection of professional and curriculum related books, periodicals, and pamphlets than is available at the campus
- Television and audiovisual materials and equipment.
- Instructional materials produced or developed at the district center.
- Special items or collections too expensive for purchase for each campus.
- District SERS collection.

5. State Standards for School Building Media Programs (Programs of Services, Resources, Facilities, and Furniture, Audiovisual Equipment)

ALABAMA

Issuing Agency: State Department of Education

Official Published Sources: *Policies and Standards for Accreditation of Elementary Schools of Alabama and Accreditation Standards for High Schools*

Program

Secondary:

The librarian and English teacher should cooperate in instructing pupils in the use of the library.

Resources

Elementary:

Each school must have a central library containing a balanced basic collection chosen from standard approved lists.

At least 5 books per child enrolled must be included in collection.

Secondary:

Books:

Balanced minimum collection of 1,000 titles (not including reference books, textbooks, professional books, encyclopedias with copyright dates of not more than 10 years, books in bad physical condition or with small print); at least 6 books per pupil.

All books must meet standards of quality and be adequately distributed in the various fields of learning.

Schools applying for accreditation must file an approved plan or meet the requirement for number of volumes.

Audiovisual materials: Basic collection of recordings, tapes, filmstrips, and other materials.

Magazines and newspapers: Sufficient number and quality to serve pupils adequately.

Facilities and Furniture

Elementary:

Central school library and/or instructional materials center must be available, with quarters adequate in size, furnishings, and comfort.

Secondary:

Reading room adequate to seat 15 percent of enrollment, a workroom with running water, conference room, and an office for the librarian. Adequate storage space should be available.

ARKANSAS

Issuing Agency: State Department of Education

Official Published Source: *Policies, Regulations, and Criteria for Accrediti[illegible] Arkansas Elementary and Secondary Schools*

Program

Library Services and such as to encourage and stimulate pupils to make use of library resources that will help in meeting immediate problems and will develop a lifetime habit and enjoyment for reading.

Resources

Elementary:

		Number of Books Required (exclusive of readers, encyclopedias, and dictionaries)		
Enrollment	*Class*	*A*	*B*	*C*
Fewer than 100 pupils		6	5	4
100 or more pupils		5	4	3

All schools: minimum collection of 350 books. Schools encouraged to supplement collections with books from county, regional, or State libraries. Standard classroom dictionary for each three pupils in all grades above grade 3.

Secondary: Minimum collection of 900 books appropriate for instructional needs of pupils, or 5 books per pupil, whichever is greater, exclusive of textbooks, encyclopedias, and dictionaries.

All Schools: Library and reference books, periodicals, newspapers, pamphlets, information files, audiovisual materials and other learning aids adequate in quality and quantity to meet the needs and interests of all pupils enrolled. Maximum use is made of city, county, and other libraries to supplement the school libraries. Central library supplemented by departmental or materials appropriate to work of pupils and teachers.

CALIFORNIA

Issuing Agencies: California Association of School Librarians and Audiovisual Education Association of California

Official Published Source: *Standards for the Development of School Media Programs in California*

Program

- Provides services to students, faculty, and administration
- Merges school library services, audiovisual services, and other education technology services to bring about the improvement of learning.
- Functions under the direction of media specialists who are involved with all aspects of curriculum development and implementation
- Provides opportunities for individual growth, enrichment, and enjoyment
- Serves as a catalyst for new ideas
- Provides for reading, listening, viewing, responding, and the production of materials
- Provides for activities in school and at home
- Supports innovations in both curriculum and school organization

Resources

	Phase I	*Phase II*
Books:	6,000 titles or 10 volumes per student, whichever is greater	10,000 titles or 20 volumes per student, whichever is greater
8mm film:	300 titles and 1 film for every 2 students *	500 titles plus ½ films per student *
Filmstrips:	500 titles plus 1 per student *	1,000 titles plus 2 per student **
Magazines:	Elementary—25 titles ** Secondary—100 titles **	Elementary—50 titles ** Secondary—195 titles **
Maps: (In classroom as needed—standard does not include projective maps, e.g., transparencies or slides)	4 per teaching station plus 10 special maps per media center (inclusive of maps kept in vertical file)	8 per teaching station plus 20 special maps per media center
Globes:	1 per teaching station plus 1 per media center	1 per teaching station plus 5 per media center
Microform:	No recommended standard. New technology developments make microform desirable and practical, especially for new collections	
Models, Realia, Dioramas, Collections:	No recommended standard. Local collections should be as extensive as possible	
Newspapers:	Elementary—3 titles Secondary—6 titles	Elementary—6 titles Secondary—10 titles
	At least a local, State, and national newspaper, with duplicates as needed according to usage and size of school.	
Pamphlets:	No recommended standard. Local collections should be available in scope and quantity as needed.	
Pictorial Material:	250 sets plus 1 set per 4 students *	500 sets plus 1 set per 4 students *
Programmed Instructional Material: *	No recommended standard. Active experimentation in the use of different formats, presentation modes, subject content, etc. encouraged.	

* Additional copies may be new or duplicate titles
** Should include some adult and non-professional material

Resources—Cont.

	Phase I	*Phase II*
Recordings:	1,000 titles plus 2 per student *	2,000 titles plus 2 per student *
Slides:	No recommended standard. Local production plus the addition of commercially produced slide encouraged.	
Transparencies and/or masters:	1,000 titles plus 2 per student	2,000 titles plus 2 per student
Video tape recordings:	No recommended standard. Experimental evidence and new technological developments point to unique potentials of this medium.	
Programs Originating outside school:	No recommended standard. Many schools have examples in this area such as television dial access systems, computer aides instruction, instruction via telephone, etc.	
Motion picture films (16mm):	Elementary—1000 titles plus duplicate copies	Elementary—2,000 titles plus duplicate copies
	Secondary—2,000 titles plus duplicate copies.	Secondary—3,000 titles plus duplicate copies
	Film library circulation capacity—30 film bookings per teaching station per year	Film library circulation capacity—45 film bookings per teaching station per year

Note: Number of duplicate titles determined by number of unfilled requests on bookings or enrollment. Film service may be made available by county, district, or school collections; rental from commercial sources; or some combination of these, according to size of school districts.

Facilities and Furniture

	Phase I	*Phase II*
Space Needs:	Seating for 60 students or 15 percent of enrollment, whichever is greater with a minimum of 60 sq. ft. per seating unit	Seating for 100 students or 25 percent of enrollment, whichever is greater, with a minimum of 60 sq. ft. per seating unit
	Provision for present and future educational technology, expansion and flexibility, effective space utilization, environmental control, student and faculty use.	
	Provision for student and faculty areas (reading, listening, and viewing areas for research, independent study, and recreational purposes; instructional area for large groups or classes; conference rooms with sound proofing; areas for exhibits and displays; professional library area; shelving and storage for media and equipment; circulation control areas; resource key areas)	
	Provision for special areas (media production rooms; darkroom; preview rooms; television and/or audio tape studio; typing rooms; rest rooms and drinking fountains)	
	Provision for staff areas (office areas for all personnel; work areas for such functions as receiving, processing, and cataloging new material and equipment; work space for maintenance and repair of equipment and material; storage for equipment circulated outside the media center; storage for textbooks or other material not housed in student and faculty areas)	

Audiovisual Equipment

	Phase I	*Phase II*
Audio Playback Equipment: (Record and/or Tape Players)	2 per teaching station plus 1 per 25 students	4 per teaching station plus 1 per 25 students
Copying Machines:	1 per 20 teaching stations plus 1 in media center	1 per 15 teaching stations plus 2 in media center
Duplicating Equipment:	1 per 30 teaching stations plus 1 in media center	1 per 20 teaching stations plus 2 in media center
8mm projectors and Filmstrips Projectors:	1 of each per 3 teaching stations plus 1 per 25 students	1 of each per 3 teaching stations plus 1 per 15 students
Filmstrip Projectors Sound:	1 per 10 teaching stations plus 1 per 200 students	1 per 5 teaching stations plus 1 per 100 students
Filmstrip Viewers Individual:	1 per teaching station plus 1 per 100 students	2 per teaching stations plus 1 per 50 students
Listening Stations Elementary:	1 with 8-12 sets of earphones per teaching station plus 1 set per 100 pupils	1 with 8-12 sets of earphones per each audioplayback unit plus 1 set of earphones for each audio playback that circulates
Secondary:	1 with 8-12 sets of earphones per 8 teaching stations involved with listening activities	1 with 8-12 sets of earphones plus 1 set of earphones for each audio playback that circulates
Micro Projector Elementary:	1 per school	1 per 5 teaching stations
Secondary:	1 per service department	1 per teaching station where needed
Microfilm Readers:	Equivalent of 1 per 5 teaching stations per media center	Equivalent of 1 per 10 teaching stations per media center
Microform Reader-Printer:	1 per media center	2 per media center
Opaque Projector:	1 per school or 1 per 25 teaching stations, whichever is greater	1 per school or 1 per 15 teaching stations, whichever is greater
Overhead Projector:	1 per teaching station plus 1 per 500 pupils	1 per teaching station plus 1 per 300 students

Audiovisual Equipment—Cont.

	Phase I	*Phase II*
Radio Receivers:	1 battery powered per principal's office plus classroom models as programs are available	
Screens:	1 per teaching station (70 x 70) plus additional screens of suitable size as needed	
16mm Projectors:	1 per 4 teaching stations plus 2 in media center	1 per 2 teaching stations plus 2 in media center
Slide Projectors:	1 per 5 teaching station plus 1 per 100 pupils	1 per 3 teaching stations plus 1 per 50 pupils
Tape Recorders Audio:	1 per teaching station plus 1 per 200 pupils	1 per teaching station plus 1 per 100 pupils
Television Closed Circuit	No recommended standard. New construction should include provisions for originating or receiving programs at each teaching station and media center.	
Television Receivers: (20 inch screen)	1 per teaching station where programs are available plus 1 per media center	1 per 15 viewers where programs area available plus 2 per media center
Video Tape Recording System:	1 per 15 teaching stations or 2 per school, whichever is greater	1 per 10 training station or 2 per school, whichever is greater
Local Production Equipment:	Camera—Still • for photography, black and white • raped process camera such as Polaroid 8mm Equipment • Camera (preferably super 8 format) • Editor • Rewind • Splicer Darkroom General Use • Copy machine (2 types) • Dry mount press and tacking iron • Duplicating machine • Lettering devices • Light box • Paper Cutters • Typewriter, primary or large type • Typewriter, regular type	

87

Audiovisual Equipment—Cont.

	Phase I	*Phase II*
	Slides • Camera • Copy stand and camera • Slide reproducing equipment Tape-Audio • Tape Duplicator • Tape Splicing Equipment Transparencies • Infra-red type copying machine • One other type of copying machine (dry photo, diazo, electrostatic)	

COLORADO

Issuing Agency: State Department of Education
Official Published Source: *Guidelines for Colorado School Media Program*

Program

The school media program is essential to the teaching and learning activities of the school. It provides the instructional and learning resources necessary to meet the school's educational goals and objectives, which were derived from a needs assessment. Hence, the effectiveness of the school media center must be judged on the basis of how well the staff and materials of that center meet the educational goals and objectives of the school.

The school media program exists primarily to serve the identified curricular needs of the student, and secondly to serve his or her other interests which may have been stimulated as a result of the instructional program. The program must provide a multitude of services and materials to meet the needs of students and teachers.

Resources

	Fewer than 200	*200–499*	*500–999*	*1,000 or more*
Books (number of volumes):				
Phase I	500 plus 10 per pupil	2,500 plus 8 per pupil over 200	4,900 plus 6 per pupil over 500	7,900 plus 4 per pupil over 1,000
Phase II	5,000	6,500 or 17 per pupil, whichever is greater	8,750 or 16 per pupil, whichever is greater	16,000 or 16 per pupil
Phase III	7,000	10,000 or 20 per pupil	15,000 or 20 per pupil, whichever is greater	20,000 or 20 per pupil, whichever is greater
PERIODICAL SUBSCRIPTIONS (microform may be desirable for back issues) Does not include professional journals.				
Phase I	Elem. 10	20	30	40
	Jr. Hi. 60	70	90	100
	Sr. Hi. 70	80	100	125
Phase II	Elem. 20	30	40	45
	Jr. Hi. 80	90	100	115
	Sr. Hi. 90	100	125	150
Phase III	Elem. 40	50	60	75
	Jr. Hi. 75	100	115	125
	Sr. Hi. 125	125	150	175

	Fewer than 200	*200–499*	*500–999*	*1,000 or more*
NEWSPAPER SUBSCRIPTIONS (microform may be desirable for back issues)				
Phase I	Elem. 1	2	2	3
	Jr. Hi. 4	4	4	4
	Sr. Hi. 4	4	5	6
Phase II	Elem. 2	2	3	5
	Jr. Hi. 5	5	7	9
	Sr. Hi. 5	5	7	9
Phase III	Elem. 3	3	5	6
	Jr. Hi. 6	6	8	10
	Sr. Hi. 6	6	8	10
Phase I	2,900	2,950	3,100	3,300
Phase II	5,550	5,650	5,850	6,150
Phase III	9,000	9,100	9,250	9,500
FILMS, 8mm (Reel to reel, loop cartridge, magazine, etc.) (Commercially or locally produced)				
Phase I	150	200	250	300
Phase II	250	300	350	400
Phase III	All enrollment categories: 500 titles or 1½ films per pupil, whichever is greater			
FILMS, 16mm				
Phase I	Should be housed and distributed from the district or multi-district level. Should be available in sufficient quantity to support the instructional program and to meet the identified needs of students and teachers.			
Phase II				
Phase III				
FILMSTRIPS (Silent or sound) (Commercially or locally produced)				
Phase I	250	300	350	500
Phase II	300	350	500	750
Phase III	500	600	750	1,000
RECORDINGS (Disc, reel to reel, and cassette) (Commercially or locally produced)				
Phase I	All enrollment categories: 500			
Phase II	All enrollment categories: 1,000			
Phase III	All enrollment categories: 2,000			
SLIDES (Commercially or locally produced)				
Phase I	All enrollment categories: 1,000			
Phase II	All enrollment categories: 2,000			
Phase III	All enrollment categories: 3,000			
TRANSPARENCIES (Commercially or locally produced)				
Phase I	All enrollment categories: 1,000			
Phase II	All enrollment categories: 2,000			
Phase III	All enrollment categories: 3,000			
REALIA, MULTI-MEDIA KITS, EDUCATIONAL GAMES, MANIPULATIVE DEVICES, SELF-TEACHING MATERIALS, #-DIMENSIONAL MODELS, MAPS, GLOBES, VIDEO TAPES, ETC.				
Phase I	Should be available in sufficient quantity to support the instructional program and to meet the identified needs of students and teachers.			
Phase II				
Phase III				

Professional materials

	Books	*Periodicals*
Phase I	3 current titles per teacher	10–14 professional titles and access to an index. (If access procedures are adequate, professional journals might be in a district, multi-district, or community collection.)
Phase II	6 current titles per teacher	15–39 professional titles and access to an index. (If access procedures are adequate, professional journals might be in a district, multi-district or community collection.)
Phase III	200–1,000 current titles	40–50 professional titles with duplicate as needed and an index. (If access procedures are adequate, professional journals might be in a district, multi-district, or community collection.)

Facilities and Furniture

Service Areas:

1. Space for listening, viewing, and browsing
2. Conference rooms, which can seat large or small groups.
3. Quiet areas for individual study.
4. Space for a collection of professional materials.
5. Media production facilities and general work areas for media staff.
6. Storage areas for periodicals, audiovisual equipment, and seldom-used materials.

Supplemental Areas:

1. Soundproof areas for taping or noisy activities.
2. Preview areas
3. Production areas for teachers.

Furniture such as:

1. Chairs, tables, carrels, and lounge furniture will be directly tied to the seating requirements of the center.
2. Shelving of different standard heights should be avaliable in sufficient amounts to house the anticipated collection for the next 10 years. Shelving should be provided for specialized materials: oversize books, picture books, reference materials, etc.
3. The school media center requires such standard furnishings as: a charging desk or table, card catalog cabinet, book trucks, atlas and dictionary stands, periodical and newspaper racks, filing cabinets, office furniture, and typewriters.
4. All schools should consider purchasing the following furnishings which add to the eye appeal of the media center: carousel shelving for paperback books and periodicals, floor cushions and lounge chairs, exhibit cases, green plants, and area rugs (if the center is not carpeted).
5. Ventralized media centers should not attempt to seat more than 100 persons in one room, unless the area is divided by furniture placement into several activity centers and effective noise-reducing materials are utilized on floor and ceiling.

Quarters	*Phase I*	*Phase II*	*Phase III*
Space and seating K-12	Seating for 10% of the student enrollment at 40 sq. ft. per student, plus space for some Basic Functions listed below.	Seating for 10% of the student enrollment at 40 sq. ft. per student, plus space for some Basic Functions listed below.	Seating for 15% of the student enrollment at 40 sq. ft. per student, plus space for some Basic Functions listed below.

Quarters	*Phase I*	*Phase II*	*Phase III*
	30% of the above seating in independent study areas (may be a smaller percentage in elementary schools) functions of	30% of the above seating in independent study areas (may be a smaller percentage in elementary schools)	30% of the above seating in independent study areas (may be a smaller percentage in elementary schools)
		At least 1,000 sq. ft. for additional functions of the media program listed below. (see note on necessary enrollment adjustment)	At least 2,000 sq. ft. for additional functions of the media program listed below. (See note on necessary enrollment adjustment)
			Space for Special Aspects as determined by school program listed below. (See note on necessary enrollment adjustment)

BASIC FUNCTIONS (Based on an enrollment of 1,000; must be adjusted for larger or smaller enrollment)

Suggested Space (in Sq. Ft.)	
800–1,900	Entrance, circulation, distribution
2,000–6,000	Reading and browsing; individual viewing and listening
600– 800	Administrative offices
300– 400	Workroom
400– 800	Stacks
250– 400	Magazine storage
400– 600	AV equipment distribution and storage
600– 800	Faculty center and professional materials
	ADDITIONAL FUNCTIONS
450– 900	Conference rooms (3-6) @ 150 sq. ft.
200–	Small group viewing and listening
900–1,000	Classroom for media instruction and class projects
120– 300	Maintenance and repair service
800–1,000	Media production lab
150– 200	Dark room
120–	Materials and equipment storage for production
	SPECIAL ASPECTS
	Television
–1,600	Studio
800–1,000	Storage
–1,200	Office with work space
– 500	Radio
900–1,000	Computerized learning laboratory
900–1,000	Storage and control center for remote access

Audiovisual Equipment

	Phase I	*Phase II*	*Phase III*
LISTENING STATIONS: (w/6-10 earphones)	Elem.—1 per teaching station, plus 2 per media center. Secon.—1 per 15 teaching stations, plus 2 per media center.	Elem.—1 per teaching station, plus 2 per media center. Secon.—1 per 10 teaching stations, plus 2 per media center.	Elem.—1 per teaching station, plus 2 per media center. Secon.—1 per 5 teaching stations, plus 2 per media center.
PROJECTORS. 8mm: (reel, loop cartridge, magazine, etc.)	1 per 4 teaching station & 2 per media center	1 per 3 teaching station & 3 per media center	1 per 2 teaching station & 5 per media center
PROJECTORS, FILMSTRIP: (at least one with sound)	1 per 5 teaching station & 1 per media center	1 per 4 teaching station & 2 per media center	1 per 2 teaching station & 4 per media center
PROJECTORS, OPAQUE:	1 per media center	2 per media center	4 per media center
PROJECTORS, OVERHEAD: (10x10)	1 per 2 teaching station & 2 per media center	1 per teaching station & 2 per media center	1 per teaching station & 2 per media center
PROJECTORS, 16mm SOUND:	1 per 8 teaching station & 3 per media center	1 per 6 teaching station & 5 per media center	1 per 4 teaching station & 10 per media center
PROJECTORS, SLIDE: (2x2)	1 per 5 teaching station & 2 per media center	1 per 4 teaching station & 3 per media center	1 per 3 teaching station & 4 per media center
RECORD PLAYERS:	1 per teaching station (elem.) 1 per 15 teaching station (secon.) & 2 per media center	1 per teaching station (elem.) 1 per 10 teaching station (secon.) & 5 per media center	1 per teaching station (elem.) 1 per 5 teaching station (secon.) & 10 per media center
TAPE PLAYERS AND/OR RECORDERS:	1 per teaching station (elem.) 1 per 15 teaching station (secon.) & 2 per media center	1 per teaching station (elem.) 1 per 10 teaching station (secon.) & 5 per media center	1 per teaching station 1 per 5 teaching station (secon.) & 10 per media center
VIEWERS, FILMSTRIP: (silent & sound)	1 per teaching station & 5 per media center	2 per teaching station & 10 per media center	2 per teaching station & 15 per media center
VIEWERS, SLIDE: (2x2)	1 per 5 teaching station & 1 per media center	1 per 3 teaching station & 1 per media center	1 per 2 teaching station & 1 per media center
Audio flash card reader Controlled reader Microform reader-printer Microform reader Production equipment Dry mount press Copying equipment Video type recorder, players, cameras and associated equipment Cameras, 35mm & 8mm Slide copiers Photocopying equipment Duplicating equipment		Should be available in sufficient quantity to support the instructional program and to meet identified needs of students and teachers.	

CONNECTICUT

Issuing Agencies: Connecticut School Library Association and Connecticut Audiovisual Education Association

Official Published Source: *Standards for Connecticut School Media Programs*

Resources

(for schools enrolling 250 pupils or more)

Books:	6,000–10,000 titles or 20 volumes per pupil, whichever is greater	
Magazines:	K–6 40–50 titles (including some adult) K–8 50–75 titles Junior High 110–125 titles (plus indexes) Senior High 125–175 titles (plus indexes)	
Newspapers:	K–6 3–6 Junior High 6–10 (including 1 local) Senior High 6–10 (including 1 national and 1 State)	
Pamphlets, Clippings, and Miscellaneous Materials:	Catalogs, pamphlets, government documents, college catalogs, technical school catalogs, vocational information, clippings, and other appropriate material	
Filmstrips:	500–1,000 titles, representing 1,500 prints or 3 prints per pupil, whichever is greater	
8mm films:	1½ per pupils, some titles duplicated	
16mm films:	Dependent on building level and district acquisition program, but films should be quickly and easily available to pupils and teachers	
Tape and disc recordings:	1,000–2,000 titles representing 3,000 records or tapes, or 6 per pupil, whichever is greater	
Slides:	2,000 (all sizes)	
Graphic Materials	Art prints (1,000 with duplicates), posters, photographs, charts, diagrams, graphs, etc.	
2x2 slide projector remotely controlled	1 per 5 teaching stations plus 2 per media center	1 per 3 teaching stations plus 5 per media center
Filmstrip or combination filmstrip-slide projector	1 per 3 teaching stations plus 1 per media center	1 per teaching station plus 4 per media center
Sound filmstrip projector	1 per 10 teaching stations plus 1 per media center	1 per 5 teaching stations plus 2 per media center
10 x 10 overhead projector	1 per teaching station plus 2 per media center	1 per teaching station plus 4 per media center
Opaque Projector	1 per 25 teaching stations or 1 per floor in multi-floor building	1 per 15 teaching stations plus 2 per media center
Filmstrip viewer	1 per teaching station plus the equivalent of 1 per 2 teaching stations in media center in elementary schools and 1 per 3 teaching stations in media center in secondary schools	3 per teaching station plus the equivalent of 1 per teaching station in media center in elementary schools 3 per teaching station plus the equivalent of 1 per teaching station in media center in secondary schools.
2 x 2 slide viewer	1 per 5 teaching stations plus 1 per media center	1 per teaching station plus 1 per media center

Resources—Cont.

Television receiver	1 per teaching station and 1 per media center where programs are available	1 per 24 viewers if programs available in elementary school 1 per 20 viewers in classrooms where programs available in secondary schools 1 per media center in both elementary and secondary schools
Microfilm:	To be purchased as available on topics in curriculum, selected from *Readers' Guide* and newspaper files	
Transparencies:	2,000 plus a selection of subject matter masters	
Other Materials:	Programmed instructional materials, realia, kits, art objects, video tapes, recordings, and other necessary items	

Facilities and Furniture

(based on enrollment of 1,000 pupils, and should be adjusted accordingly)

Reading, Browsing, and Listening:	Space for 15 percent of pupil enrollment at 40 square feet per pupil, no more than 100 pupils in any one area.
Individual Study and Learning:	As much as ⅓ to ¾ of pupil population to be seated may be needed, dependent on program
Conference Rooms:	3–6 rooms with 150 square feet each (movable walls, outlets for television, etc.). One room accoustically treated for typewriter use.
Workroom:	300–400 square feet
Media Production:	800–1,000 square feet, with sinks, running water, electrical outlets, etc.
Audiovisual Equipment Distribution and Storage:	400–600 square feet (decentralized storage anticipated in larger schools)

Audiovisual Equipment

	Basic	*Advanced*
16mm sound projector:	1 per 4 teaching stations plus 2 per media center	1 per 2 teaching stations plus 5 per media center
8mm projector:	1 per 3 teaching stations plus 15 per media center	1 per teaching stations plus 25 per media center
Record Player:	1 per teaching station, K–3 1 per grade level, 4–6	1 per teaching station, K–6, plus 5 per media center
	1 per 15 teaching stations in junior high and secondary schools	1 per 5 teaching stations plus 5 per media center in junior high and secondary schools
	3 per media center	
	1 set of earphones for each player	1 set of earphones for each player
Audio tape recorder:	1 per 2 teaching stations in elementary schools plus 2 per media center	1 per teaching station plus 10 per media center in elementary schools
	1 per 10 teaching stations in junior high and secondary schools plus 2 per media center	1 per 5 teaching stations plus 10 per media center in secondary schools
	1 set of earphones for each recorder	1 set of earphones for each recorder

Audiovisual Equipment—Cont.

Projection Screen:	1 permanently mounted screen per classroom plus additional screens of suitable size as needed for individual and small group use. Permanent screen should be no smaller than 70 x 70 with keystone eliminator
Closed Circuit Television:	All new construction should include provisions for installation at each teaching station and media center. Older buildings should be wired for closed circuit television with initiation of such programs.
Light Control:	Adequate light control in every classroom and media center for effective utilization of projected media
Local Production Equipment: (per building)	Dry mount press and tacking iron; paper cutters; 2 types of transparency production equipment; 8mm camera; 16mm camera; rapid process camera; darkroom equipment; spirit duplicator; primary typewriter; copy camera and stand; light box; 35mm still camera; film rewind; film splicers 8x16mm; tape splicer; slide reproducer; mechanical lettering device; portable chalkboard.

DELAWARE

Issuing Agency: State Department of Public Instruction

Official Published Source: *Library Media Centers for the State of Delaware*

Program

Objectives:

- Stimulate and guide students as they pursue knowledge in and beyond classroom
- Provide opportunities that will develop helpful and creative interests and appreciation of literature
- Encourage students to become skillful and discriminating users of library resources
- Acquire materials that will deepen the insights and heighten the appreciation of students' needs and interests
- Work cooperatively with teachers and administrators in selecting materials to meet the needs of the teaching program
- Provide the necessary channels of communication between librarians, students, administrators, and community
- Maintain a climate of warmth, friendliness, and freedom
- Provide reading guidance with cooperation of teaching staff
- Encourage students to participate as assistants in the library/media center
- Provide instruction in the uses of resource materials

Resources

Print: Hard bound and paperbound books; magazines; newspapers; pamphlets; clippings, and other curriculum related materials

Nonprint: Filmstrips, records, tapes, pictures, filmloops, films, microfilms, maps, globes, charts, slides, and transparencies.

Facilities and Furniture

Well equipped library/media center in all buildings

Well paced in buildings for easy access to all instructional areas and for easy expansion; outside entrance recommended.

Auxiliary space and facilities for work, storage, viewing, listening, conference areas

Spage for:

- Circulation and distribution, displays, exhibits, card catalog, indexes, circulation desk, copying equipment
- Reading and browsing, information services, individual viewing and listening
- Space for research, instruction and group projects, away from main reading and small conference areas, with electrical outlets, acoustical treatment, and movable walls
- Office for administration and professional staff and a workroom for receiving and processing materials (if there is not centralized processing).
- Professional center adjacent to media center
- Adequate storage for periodicals and equipment

Audiovisual Equipment

Equipment depends on media center holdings, e.g., microfilm readers, filmstrip projectors, tape recorders, record players, overhead projectors, copiers, 16mm filmloop projectors, other equipment including that needed for local production.

DISTRICT OF COLUMBIA

Issuing Agency: Public Schools of the District of Columbia

Official Published Source: *A Summary of the Major Quantitative Standards for D.C. School Libraries (Elementary) and A Summary of the Major Quantitative Standards for D.C. School Libraries (Secondary)*

Resources

Books:

Elementary schools—enrollments up to 499, at least 2,500; enrollments 500 or more, 15 books per pupil.

Secondary schools—enrollments up to 500, a balanced collection of 5,000 titles; enrollments 1,000 or more 15 books per pupil.

Magazines:

Elementary schools, 25 subscriptions
Junior high schools, 70 titles
Senior high schools, 120 titles
Vocational schools, 70 titles

Plus at least 3 titles in the areas of librarianship and instructional materials

Newspapers:

3 titles

Professional Library:

Elementary and Secondary schools 200–1,000 book titles

Elementary schools, 25 professional magazines titles

Secondary schools, 25–50 professional magazines titles

Elementary:

Phonograph recordings, filmstrips, picture collection

Secondary:

Extensive collection of pamphlets covering wide range of subjects.

FLORIDA

Issuing Agency: State Department of Education

Official Published Source: *Elementary and Secondary School Standards, 1971: Section One-District and Section Two-Overall*

Program

1. All students shall have easy access to a media center, the function of which is to locate, acquire, and disseminate learning materials that are selected cooperatively by the faculty.
2. All students and teachers shall receive the professional assistance needed for effective utilization of educational media by providing adequate, qualified personnel to support the educational program.
3. The curriculum shall be supported and enriched through the media collection and services, so that the educational needs of each student may be met.

Level 1–a

4. Attendance and circulation records indicate that the media center is used throughout the school day.

Level 1–b

5. The media specialists spend the majority of their time providing students and teachers educational information and materials to meet their individual needs.
6. Students demonstrate skills in the use of media center facilities and resources which are appropriate to their level of maturity.

Level 1–a,c

7. Assistance in the use of audiovisual equipment provided for teachers and pupils.

Level 1–c

8. Individual students in either study requirements or personal inquiry use a wide variety of print and nonprint materials.

Level 2–b

9. Use of the media center is evaluated annually to assess the effectiveness of the program in meeting instructional needs of students.

Level 2–b,c

10. Records show that 75 percent of the faculty use print and nonprint mtaerials in their instructional programs.

Level 2–c

11. Records and observation for any given month indicate that students are motivated by effective teaching techniques to use both print and nonprint materials.

Level 2–c,b

12. Regularly scheduled planning during the school day by teachers and media staff results in effective use of media in the educational program.

Level 3–c,b

13. Records show that each faculty member uses

print and nonprint materials in their instructional programs.

Level 3–c,b

14. The media specialists provide instructional and consultative services throughout the school as needed for teaching research skills or for reading guidance.

Resources

Printed collection: The school media center gives equal consideration to a variety of printed materials selected to meet the needs of its particular programs. Items include books (except multiple copies of textbooks), encyclopedias (at least 1 copyrighted within last 5 years), dictionaries, almanacs, atlases, handbooks, biographical dictionaries, gazeteers, thesauri, newspapers, magazines. Double session schools or two sessions schools with no more than 1 hour overlap may show compliance by meeting the minimum number of items required for the session with the largest enrollment and ½ the minimum number of items required for the session with the smallest enrollment.

Level 1–a

1. A collection of 7 educationally useful printed items per student or a total of 3,000 items, whichever is greater. During first year of operation, school may meet standard by having 5 educationally useful printed items per pupil.

Level 2–a

2. The level 1–a printed materials are increased to 10 items per pupil, or a total of 6,500 whichever is greater.

Level 3–a

3. Level 2–a printed materials are increased to 12 items per pupil, or a total of 12,000 items, whichever is greater.
4. Professional magazines have been made available in the media center to provide faculty with overview of current educational activities.

Nonprinted materials: the school media center gives equal consideration to a variety of nonprinted materials selected to meet the needs of its particular program. Items include transparency sets, 8mm film loops, filmstrips, disc or tape recordings, 16mm films, slide sets, objects, models, specimens, other realia.

When a school district media center provides nonprinted materials for utilization by a number of schools, each representative school may count a prorata share of the items listed above based on student membership.

Audiovisual Equipment

Items: at least 1 16mm projector and one piece of operable equipment for each type of nonprinted material counted. Item include slide projector, filmstrip projector, filmstrip viewer, overhead projector, opaque projector, 8mm projector, 16mm projector, microfilm reader, microfilm reader-printed, micro projector, audio tape recorder, record player with carts and earphones as needed, AM-FM radio, video tape recorder, television receivers

	Level 1–a	*Level 2–a*	*Level 3–a*
For each 100 pupils or fraction there of	5	10	15

Level 1–a

1. One projection screen per piece of projection equipment, not to exceed 1 per instructional area. Large screens provided in each auditorium or large group instructional area.

Level 2–a

2. One electronic learning laboratory-loop or other comparable electronic system or electrically wired carrels with connecting consoles or a permanently installed language laboratory provided in media center or elsewhere in building.

Level 3–a

3. One electronic learning laboratory in media center or elsewhere, plus additional laboratories as needed. A video system provided as needed.

Level 2–a

4. Equipment and supplies for production of transparencies, audiotapes, bulletin boards, displays, and for duplication.

Facilities and Furniture

Level 1–a

1. School has a media center.

Level 2–a

2. Seating space in media center (exclusive of work-storage areas)

Number of items

Enrollment	*Level 1–a*	*Level 2–a*	*Level 3–a*
600 and fewer	1,250	2,000	4,000
601–1,200	1,750	2,800	5,500
1201 and above	2,250	3,600	7,000

Membership	*Existing Facilities*	*New Facilities*
000–200	Classroom size 25	900 square feet minimum
201–549	25 square feet per pupil for 45–55 pupils	30 square feet minimum 50 pupils
550 up	25 square feet per pupil for 10 percent of enrollment	30 square feet minimum for 15 percent of enrollment

3. The media center includes work space equipped for preparation, servicing, and storage of printed audiovisual materials and equipment, with running water and outlets.
4. A minimum of 250 square feet for up to 1,000 pupils, 325 square feet for up to 2,000 pupils, and 400 square feet for up to 2,500 pupils provided for magazine storage; minimum of 200 square feet for up to 1,000 pupils, for up to 2,000 pupils, and 300 square feet for up to 2,500 pupils provided for distribution and storage of audiovisual equipment, with additional 200 square feet for work area in schools with central processing provided by district and additional work space if centralized processing is not provided.
5. At least 180 square feet of space, preferably adjacent to work-storage area for production of charts, slides, transparencies, and other teacher-made materials.
6. One combination conference and listening-viewing room at least 80 square feet.

Level 3–a

7. In addition to provisions for level 2, at least 180 square feet for administration, maintenance and repair services.
8. Two or more conference rooms with facilities for listening and viewing of at least 80 square feet.

GEORGIA

Issuing Agencies: Georgia Accrediting Commission and State Department of Education

Official Published Source: Georgia Accrediting Commission, *Official Bulletin 1973–74, volume 18, September 1973* and *Standards for Public Schools of Georgia**

Resources

Accrediting Commission	*State Department of Education*
The elementary, junior high, and senior high school libraries must have a constantly growing collection with a minimum of 5 books per pupil and other materials suitable for use in an instructional program. Affiliation with a public or traveling library service is considered a highly valuable adjunct to the school library but it is not acceptable toward satisfaction of this standard.	1. The library contains: • A carefully selected collection of print materials of the quality and variety necessary to meet the curriculum and individual needs of pupils. • At least 5,000 books or 10 per pupil, whichever is larger. • A collection of non-print materials such as filmstrips, recordings, slides, art prints, transparencies, maps, and globes • Professional materials for teachers 2. The media collection is evaluated annually by library staff and teachers in terms of such qualities as appropriateness of the content for curriculum areas, suitability for ability of pupils, accuracy and up-to-dateness and physical conditions.

* Georgia State Department of Education has an additional publication, *The Media Centered Library*, (1969) which is a guide for establishing goals to improve school library services.

Facilities and Furniture

Each junior high school must provide a library room capable of seating the largest class or group of students that can be expected to use the library at any one time.

Basic:

1. The school has a library media center containing reading areas of not less than 25 square feet times 15 percent of the first 500 pupils plus 25 square feet times 10 percent of the ADA in excess of 500 students plus work-room and storage area of at least 240 square feet. Reading area must include at least 1 conference room. Stack area is in addition to reading areas. School has not less than 1,000 square feet in the library reading room plus 120 square feet in workroom.

Advanced:

2. Space in or near the library workroom area is available for periodical resources. Minimum recommended for small schools is 120 additional square feet over and above regular storage space with shelving to store 3–5 years back issues of magazines.
3. Space in library area available for housing audiovisual equipment (minimum of 120 square feet over and above regular storage space and magazine storage area).
4. Additional conference rooms, office, plus library classroom for group viewing and discussions in schools enrolling 750 or more.
5. Library contains standard shelving for basic collection of at least 5,000 books or 10 per pupil, whichever is larger; for current magazines and audiovisual materials, some shelving partitioned for picture books and audiovisual media.
6. Individual study stations provided, some electronically equipped for viewing and listening.
7. The school has a well-planned library media center containing reading areas of not less than 35 square feet times 15 percent of the first 500 pupils plus 35 square feet times 10 percent of the ADA in excess of 500 pupils. In addition, there is sufficient workshop space (not less than 120 square feet), storage space (not less than 350 square feet), office spaces for the staff, and stack areas.

Audiovisual Equipment

Available and accessible

HAWAII

Issuing Agency: State Department of Education

Official Published Source: *Goals for School Library Media Programs: Guidelines for Schools in Hawaii*

Programs

The media program of services should include:

- Assisting staff in curriculum planning, research, development, and evaluation
- Motivating students and staff to use materials for both instructional and recreational purposes in small groups, large groups, or individually
- Supporting staff and students in the effective utili-

zation of equipment and materials, by providing guidance and instruction

- Providing services and facilities for the production of materials
- Furnishing the services that make information and materials easily available
- Providing liaison and advisory services for use of other resources within the school, complex, and community
- Assisting teachers with evaluation, selection, and use of textbooks and other basic and supplementary curricular materials
- Providing reinforcement of the learning process
- Assisting students and teachers in using media facilities effectively

Resources

Books

10,000 volumes (representing 6,000–8,000 titles) or 15 volumes per student, whichever is greater. Initiation collection for new schools should be at least 3,000 books when school opens.

Magazines:

Elementary schools 25–40 titles, including some adult but not professional titles for teachers
Intermediate schools 50–75 titles
High schools: 125–200 titles
All schools—necessary magazines indexes and duplication of magazines and indexes as required

Newspapers:

Elementary schools—1–4 titles
Intermediate schools—2–8 titles
High schools—3–10 titles

Pamphlets, clippings, and ephemeral materials:

Pamphlets (including government documents and vocational information), catalogs of colleges and technical schools, clippings, ephemeral materials appropriate to curriculum and other interests of pupils.

Professional Materials:

Books: 200–1,000 titles
Magazines: 30–40 professional titles, with duplicates and indexes as needed

Filmstrips:

500–1,000 titles, representing 1,500 prints or 3 prints per pupil, whichever is greater.

8mm films:

Film loops and reels 250–590 titles

16mm films:

Acquisition of 16mm films at building level depends on extent and frequency of use of individual film titles in school, availability of system media center and its collection of film resources, and other factors such as space requirements for storage, cleaning, and checking equipment, personnel, etc. Whatever the source, films should be quickly and easily accessible to meet student and teacher needs.

Tape and disc recordings: (excluding electronic laboratory materials)

1,500 recordings (representing 500–1,000 titles), or 3 per pupil, whichever is greater.

Other Instructional Materials:

Educational games and toys, slides, transparencies, study prints, art prints, pictures, posters, photographs, charts, diagrams, graphs, realia, etc. Collections should be adequate and appropriate to curriculum.

Globes:

Special globes available in media center; elementary schools should have 1 globe in each classroom and 1 or more in media center; secondary schools should have 1 globe for 5 teaching stations where applicable and 1 or more in media center.

Maps:

1 map for each region studied and special maps (economic, political, weather, historical, and others) for each area studied; duplicate maps available for each class section requiring maps at the same time; number of duplicates to be determined by sections of classes and availability of maps on transparencies and filmstrips; wall maps for classrooms.

Catalogs:

Catalogs of colleges and technical schools; information on vocations, etc., readily available and accessible

Microfilm:

Purchase as needed to support instructional programs.

Transparencies and transparency masters:

300–1,000 transparencies; selection of subject matter transparency masters

Printed, electronic, and other forms of programed materials:

Realia: Models, dioramas, replicas, and other types of realia

Kits: art objects, video tape recordings, remote access programs, and resource files

100

	Enrollments					
	500	*1,000*	*1,500*	*2,000*	*2,500*	*3,000*
Minimum total floor space for Elementary and/or intermediate	6,330	9,980	13,800	17,550	20,800	—
High School:	6,980	10,980	14,300	18,050	21,650	25,500
K–12:	6,980	10,830	14,150	—	—	—
Entrance, Circulation, and Distribution Area:						
Elementary and/or Intermediate:	200	300	400	500	500	—
High School:	200	300	400	500	500	600
K–12:	200	300	400	—	—	—
Large Group area: (Main Reading Room)	Space requirements same for all levels. No more than 100 students should be seated in 1 area.					
Reading and Browsing Reference, Catalog, etc.						
Individual Viewing and Listening	40 square feet per reader					
Individual Study and Learning	15 percent of enrollment					
Information Services (includes storytelling area for elementary and K–12 schools)						
Periodical Reading Area:	Included as part of the main reading room					
Conference Rooms: (150 square feet each)	Number of rooms					
Movable walls between conference rooms	*Enrollment Size* 500	1,000	1,500	2,000	2,500	3,000
Elementary and/or intermediate	2	2	2	3	3	—
High School:	2	2	2	3	3	3
K–12:	2	2	2	—	—	—
Recording studio (all levels) Recommend rear screen projection from outside studio, with remote control capabilities:	*Square feet of floor space* 80	80	100	100	100	100
	Sound proofing for audiotaping purposes. Humidity and temperature control without sound to interfere with recording.					
Administration—media Program Planning Area: (all levels)	2 media specialists	300 square feet				
	3 media specialists	450 square feet				
	4 media specialists	600 square feet				
	5 media specialists	750 square feet				
	6 media specialists	900 square feet				

101

	Enrollment Size					
Research, Instruction and Group Projects: (900 square feet each)	500	1,000	1,500	2,000	2,500	3,000
Elementary and/or intermediate:	1	1	1	1	1	—
High School:	1	1	1	1	1	1
K–12:	1	1	1	—	—	—
Stacks, Magazines, and Microfilm Storage:						
Elementary and/or intermediate	300	500	750	750	750	—
High School:	500	750	750	750	900	900
K–12:	500	750	750	—	—	—
Professional Materials Center and Staff Room:						
Elementary and/or intermediate:	400	600	600	700	750	—
High School:	400	600	600	700	750	900
K–12:	400	600	600	—	—	—
Materials and Equipment Storage for Production and Audiovisual Equipment Storage and Distribution:						
Elementary and/or intermediate:	150	200	200	250	250	—
High School:	150	200	200	250	250	250
K–12:	150	200	200	—	—	—
Workroom-Processing and Maintenance:						
Elementary and/or intermediate:	200	300	350	400	450	—
High School:	200	300	350	400	450	500
K-12:	200	300	350	—	—	—
Darkroom (with total darkening capability):						
Elementary and/or intermediate: Optional	200	200	200	200	200	—
High School:	200	200	200	200	200	200
K–12:	200	200	200	—	—	—
Satellite Resource Centers (optional but with full justification):	900 square feet per center					
Closed circuit television optional:	900 square feet					
Studio and control center:	900 square feet					
Storage:	450 square feet					
Office with work space:	500 square feet					
Periodical Reading Area:	Racks; chairs; reading tables; informal furniture					

Conference Rooms:	Bulletin boards; storage cabinets; chairs; chalkboard; adjustable shelving; conference tables; storage cabinets; tables with listening outlets	
Research, Institution, and Group Projects:	Bulletin boards; chairs; chalkboards, tables, typewriters	
Entrance, circulation, and distribution areas and Large Group Area:	Book trucks; browsing benches (elementary schools); bulletin boards (some portable); card catalog; carrels (wet and dry); atlas, display, and map cases; chalkboard; chairs; copying machine (coin operated); circulation and office type desks; dictionary stand (table and standing); display easel; extension cards; legal and jumbo files; globes; portable screens; book display and paperback book racks; adjustable shelving; special shelving and cabinets for nonbook materials; kik-step stools; tables; informal furniture for browsing area	
Administration-Media Program Planning Area:	Adding machine; bulletin boards; card catalog (for shelflist); chairs; office desks; files; shelving (adjustable); telephone; typewriters; files; kik-step stools; carts; tables	
Workroom:	Book trucks; bulletin boards; chairs; lounge type furniture; extension phone; files; magazine and book racks; conference tables; adjustable shelving	
Professional Materials Center and Staff Room:	Book trucks, carts; chairs; files; adjustable shelving; sink; heavy duty stapler; work tables; typewriter and stand	
Opaque Projector: (with adequate light control)	1 per school	2 per school
TV Receiver: (Minimum 23 inch screen)	1 per teaching station and 1 per media center	1 per 15 students plus additional in media center
Microprojector:	1 per school	1 per department where applicable
Record player:	1 per teaching station plus earphones for each; where listening stations are utilized, 6–10 earphones needed plus additional in media center	Additional as needed
Audio Tape Recorder/Player Reel:	1 per 3 teaching stations plus additional in media center	1 per teaching station with earphones plus additional in media center
Cassette:	1 per 2 teaching stations	1 per teaching station
Cassette Player: (with earphones)	2 per teaching station plus additional in media center	4 per teaching station plus 1 additional in media center
Radio:	1 per 5 teaching stations plus 1 per media center	1 per 5 teaching stations plus 1 in media center
Listening Station:	1 per teaching station, K–3; portable listening station with 6–10 sets of earphones, 1 per 3 teaching stations, 4–6; additional sets of earphones and listening equipment in media center	1 listening station with 6–10 sets of earphones at ratio of 1 per teaching station; additional sets of earphones and listening equipment in media center
Projection:	1 per portable piece of equipment purchased at time equipment is obtained	
Projection Cart:	Adequate light control in every classroom and media center to the extent that all types of projected media can be utilized effectively	
Light Control:		

Audiovisual Equipment

	Basic	*Advanced*
16mm sound projector:	1 per 5 teaching stations	1 per 4 teaching stations plus additional in media center
8mm Projector:	1 per teaching station	1 per teaching station plus additional in media center
8mm Projector: (combination super and standard)	1 per 10 teaching stations plus 1 per media center	1 per 5 teaching stations plus 2 in media center
2 x 2 remotely controlled slide projector:	1 per 10 teaching stations plus 1 per media center	1 per 5 teaching stations plus additional in media center
Filmstrip or Combination Filmstrip-Slide Projector:	1 per 2 teaching stations plus 1 per media center	1 per teaching station plus additional in media center
Sound Filmstrip Unit:	1 per 4 teaching stations plus 1 per media center	1 per 3 teaching stations plus additional in media center
Filmstrip Viewer-Individual:	3 per teaching station plus additional in media center	6 per teaching station plus additional in media center
Filmstrip Viewers-Small Group:	1 per teaching station plus additional in media center	3 per teaching station plus additional in media center
Overhead Projector: (10 x 10 classroom type)	1 per 2 teaching stations plus additional in media center	1 per teaching station plus additional in media center
Overhead Projector: (10 x 10 auditorium type)	1 per school	1 for each large group instructional area
Video Tape Recorder:	Use of video tape recorder should be coordinated with complex support school or 1 per school	
TV Distribution System:	All new construction should include provisions for installation at each teaching station and media center. Such installations should also be provided for existing schools. Closed circuit television capabilities should be part of the distribution system. Details of a TV distribution system are included in Chapter V of *Educational Specifications*	
Radio Receiver: (AM-FM)	All new construction should include provisions for a room to house equipment and controls.	
Projection Screen:	One correctly positioned and permanently mounted screen per classroom, 70 x 70 or larger, with keystone eliminator. Large screen auditorium or large group instructional area. Rear projection screen should be employed not to replace regular screen but to meet special instructional needs	Additional portable screen of suitable size for individual and small group use
Copying Machine:	1 per media center	1 per media center
Copying Machine: (coin operated)	1 per media center, as applicable	1 per media center, as applicable
Duplicating Machine:	1 per 30 teaching stations plus 1 in media center	1 per 20 teaching stations plus 1 in media center
Heavy Duty Power Bars:	As needed	As needed
Micro Reader: (some with microfiche attachment)	1 per 20 teaching stations to be located in media center, if applicable	1 per 10 teaching stations to be located in media center, if applicable

Audiovisual Equipment—Cont.

	Basic	*Advanced*
Micro Reader-Printer (some with microfiche attachment):	1 per media center, if applicable	1 per media center, if applicable
Equipment for media Production:	Audiotape Splicer Cameras (35mm, copy camera, stand, super 8mm, rapid process camera) Diazo transparency machine Dry Mount Press and Tacking Iron Duplicator Film Splicer Light Table Lettering Device Laminator Overhead Projector Paper Cutter Paper Dispenser Photo Copier Slide Viewer (for tracing) Thermalcopy Transparency Maker Typewriter with Stand Display Primary Pica Basic equipment and supplies for developing, printing, and enlarging	

IDAHO

Issuing Agency: State Department of Education

Official Published Sources: *Your Media Program, K–12*

Program

Idaho State Department of Education	*Building Level*
Believes in and supports the unified media program	Believes in and supports the unified media program
Collects, analyzes, and disseminates information on the scope and quality of media programs in the State	Provides and establishes an on-going media program
Formulates long range plans for the development of school media programs of the State	Implements a media program to meet the goals and objectives of the instructional programs
Provides criteria and procedures for evaluating media programs and provides coordination of media services with critical educational concerns of the State	Evaluates the media program for the individual student needs
Provides programs of inservice education on the concepts and utilization of media to administrators, supervisors, media personnel, and teachers	Provides inservice educational programs in utilization of media for students, teachers, and administrators
Develop standards, guidelines, and procedures for improvement of media programs, for selection, organization, and utilization of media and equipment	Selects materials and equipment to meet the needs of the individual students

IDAHO BASIC (MINIMUM)

	Phase I	*Phase II**
Books: (non-text)	1–200 enrollment: at least 2,400 volumes or 24 volumes per student, whichever is greater 201–500: 4,800 volumes or 14 per student, whichever is greater 501–1,000: 7,200 volumes or 10 per student, whichever is greater over 1,000: 10,000 volumes or 7 per student, whichever is greater (20% duplication allowed)	Elementary—12,000 items or 20 items per student, whichever is greater Junior High—15,000 items or 25 items per student, whichever is greater Senior High—18,000 items or 30 items per student, whichever is greater
Magazines: (12 month)	Elementary: 20–35 titles * Junior High: 45–75 titles * Senior High: 70–100 titles * * with duplication of titles and indexes as required	(An item may be a book, either hard cover or paper back, school owned film, filmstrip, tape or disc recording, kit, slides or transparencies (not masters) globes, mounted maps, art print, study print, or a periodical subscription)
Newspapers:	Elementary: 3 titles Junior High: 4 titles Senior High: 6 titles	
Filmstrips & 8mm film loops:	500 titles of each type or 1 per student, whichever is greater	
Recordings: (Disc, record and audio tapes)		
Slides:	Commercial and locally prepared slides to meet the curriculum needs	
Transparencies:	Commercial and professionally prepared item in quantities needed to support the school curriculum plus a selection of subject transparencies	
Art Prints: (Reproduced in color or art work)	Quantities determined by curriculum and circulation demand, plus duplicates as needed	
Study print sets:		
Globes:	Elementary: 1 per teaching station plus 2 in media center Secondary: 1 per teaching station plus 5 in media center plus special globes in media center	
Maps:	1 map for each region studies and special maps (economic, weather, political, historical, and others) for each area studied; duplicate maps available for each class section requiring maps at the same time, the number of duplicates to be determined by sections of students and the availability of maps on transparencies and filmstrips; wall maps for teaching stations	

Resources—Cont.

	Phase I	*Phase II*
16mm Films:	Ready access from building, system, rental, free loan collections, or from a combination of sources to a minimum of 3,000 titles (Do not include district owned, borrowed, or film rentals in the item count of Phase II.)	
Vertical file material:	Pamphlets, government documents, clippings, pictures, and other materials appropriate to the curriculum and student interests. (Do not include vertical file materials in the item count of Phase II.)	
Realia, Games, Models, etc.:	Because of the nature of certain media forms and the evolving or transitional development of others, quantitative recommendations cannot be given. Nevertheless, these materials make a unique contribution to the instructional program and provide resources for the academic needs and general interests of students. An abundant number should be available in the media center.	
Microform:	Microform, microfiche, and microbook to be purchased as available on topics in the curriculum; for indexed periodical subscriptions and newspaper files to be obtained as needed for reference	

Professional Collections

	Phase I	*Phase II*	*Phase III*
Books:	200–600 titles	600–1,000 titles	1,000 titles plus additional as needed
Periodicals:	10–29 titles, with duplication of titles and indexes as needed	30–49 titles, with duplication of titles and indexes as needed	50 titles plus additional titles, duplicate titles and indexes as needed
Audiovisual Materials, Pamphlets, etc.:	AS NEEDED		
Microform:	To be purchased as available on topics in education and for indexed periodicals		

Facilities and Furnishings

Phase I	*Phase II*
All print (non-text) and nonprint materials centrally cataloged and combined into an integrated media center program	Within the Media Center:
Existing space, remodeled quarters, or new facilities to meet the needs of the services and collection in the media program, with space to seat 11% of the school enrollment but not less than 40 nor more than 100 students in one area (allow 40 square feet per student)	Space to seat 15% of the school enrollment, but not less than 40 students nor more than 100 students in one reading area (allow 40 square feet per student)
Office	Space to house and store media
Individual viewing and listening area	Private office
Conference rooms	Previewing and listening stations
Workroom and storage	Production area within the media center
	Professional collection area adjacent to or within the media center
	Provisions for expansion
	Production area provided somewhere within the building
	Professional collection housed somewhere within the building

107

Facilities and Furniture—Cont.

	Phase I	*Phase II*
The media center should:	—have a flexible and attractive design to accommodate supervision and change in the instructional program and be located near center of traffic yet away from noisy areas. —have safety precautions in design and furnishings —have electrical, ventilation, and temperature control systems which meet safety and health standards, while also considering the comfort of patrons, protection of materials, and convenience in usage —have light switches, electrical outlets, thermostats, telephones, and fire extinguishers located so as not to take up needed shelving and storage space —have acoustical floor coverings and ceilings —have at least one telephone outlet in the office area —have sink with running water —have standard, open stock library media furniture purchased from reliable manufacturer and of a size and height appropriate to the grade levels of the school —have for extended hours of service, outside entrance and rest room	

Audiovisual Equipment

	Phase I	*Phase II*
16mm Projectors:	1 per 10 teaching stations or fraction thereof, plus 2 in the media center	1 per 5 teaching stations plus 2 in the media center
8mm Projectors:	3 available per media center where materials are available	1 per 5 teaching stations in departments where materials are available, plus 5 in media center
Slide Projectors:	1 per 10 teaching stations plus 2 in media center	1 per 5 teaching stations plus 2 in media center
Filmstrip Projectors:	1 per 5 teaching stations plus 1 in media center	1 per 3 teaching stations plus 1 in media center
Sound Filmstrip Projector:	Combine available filmstrip projector with record or tape player	1 per 10 teaching stations plus 1 in media center
Overhead Projector:	1 per 2 teaching stations plus 2 in media center	1 per teaching station plus 2 in media center
Opaque Projector:	1 per floor plus 1 in media center	Elementary: 1 per 5 teaching stations housed in media center; Secondary: 1 per 10 teaching stations plus 1 in media center
Microprojector:	1 per department where applicable	
Filmstrip Viewers:	1 per 5 teaching stations plus 10 in media center	1½ per teaching station housed in media center
Sound Filmstrip Cassette Viewer:	1 in media center	1 per 10 teaching stations 1 in media center
Slide Viewer:	1 per 10 teaching stations plus 1 in media center	1 per 5 teaching stations 1 in media center
Micro Reader:	1 per media center	1 per media center
Micro Reader Printer:		1 per media center
Cameras:	4 per media center	5 per media center

108

Audiovisual Equipment—Cont.

	Phase I	*Phase II*
Portable PA System:	1 per media center	1 per physical education department plus 1 per media center
Record Players:	*Elemenary:* 1 per teaching station grades K–6, plus 2 in media center; *Secondary:* 1 per 5 teaching stations, plus 5 in media center; stereo equipment in music department	
Tape Recorders: (Reel)	1 per 20 teaching stations plus 2 in media center	1 per 10 teaching stations plus 2 in media center
Audio Recorders: (Cassette)	1 per 5 teaching stations 4 in media center	1 per teaching station plus 6 in media center
Listening Stations:	Secondary—1 per 15 teaching stations plus 2 in media center	1 per 10 teaching stations plus 2 in media center
	Elementary—1 per teaching station grades K–6, plus 2 in media center	
Projection Screens:	One permanently mounted screen per teaching station, plus portable screens as needed	
TV Color Receivers: (23 in. screen)	1 per floor on cart plus 1 in media center capable of recording off the air	1 per teaching station where programs are available plus 1 in media center
Radio Receivers: (AM-FM)	1 in central distribution center, per foreign language area plus 1 in media center, if reception warrants	
Projection Carts:	1 per portable piece of equipment, purchased at the same time equipment is obtained; all carts should be complete with 20′ electrical assembly and must be in appropriate sizes	
Video Tape Recorders:	1 per building	1 per 5 teaching stations with a minimum of 2 per building
Light Control:	Light control in every classroom and media center to the extent that all types of projected media can be utilized effectively	
Equipment for Local Production:	Large type typewriter Large Paper cutter Spirit duplicator Mimeograph Stencil cutter Thermo copier Photocopier Lettering devices Pantograph Light board Drafting Board 2 x 2 slide sorter Magnetic tape eraser Visual maker or 35mm camera, Copy lens Copy stand and copy light 4 x 5 enlarger Tools for repair Dry mount press and tacking room Equipped darkroom	Emphasis on photograph equipment 2¼ camera 4 x 5 camera Tripod Refrigerator for storing chemicals and film Phase III Dependent on size of school, system and availability of equipment and services from district or regional center.

ILLINOIS

Issuing Agency: Office of the Superintendent of Public Instruction

Official Published Source: *Standards for Educational Media Programs in Illinois*

Program

CATEGORY *Program & Services*	*PHASES* *Phase I*	*Phase II*	*Phase III*
Selection of Materials	Jointly by professional media staff with assistance from teachers and students		
Selection of Materials	Slides, Tapes Transparencies, Charts, Posters, etc.	Filmstrips, 8mm Films, etc.	
Instruction in use of Materials and Equipment:	To students: a continuous and sequential program on both an individual and group basis		
	To faculty: individual and group assistance, the latter by means of workshops		
	To media staff (technical, clerical, and student assistants): by individual, on-the-job training		
Coordination of Materials with the Instructional Program:	As number of professional staff allows, the following activities should be considered:		
	Assistance to teachers in planning and presenting instructional units		
	Assistance to teachers and department heads in selection of materials for departmental resources rooms		
	Participation in curriculum committee activities		
	Individual and group guidance to students in listening, viewing, reading, and evaluating		
	Assistance in research projects with special emphasis on helping the student develop independent study skills		
	Clearing house of information on in-service workshops and courses, professional meetings, and the educational resources of the community		

Resources

Materials/Level	*Phase I*	*Phase II*	*Phase III*
Books:	Basic collection chosen from standard book selection aids.		6,000 to 10,000 titles representing 10,000 volumes per pupil, whichever is greater
	3,000 titles or 6 volumes per pupil whichever is greater	5,000 titles or 10 volumes per pupil, whichever is greater	
	Books which are worn, out of date, or otherwise unacceptable should be discarded. This weeding process should be continuous.		
	Satellite libraries or resource rooms supplied by media funds will require additional volumes including many duplicates.		
Professional:	3 current professional titles per teacher district-wide. Collection may be decentralized.	6 current professional titles per teacher district-wide. Collection may be decentralized.	200–1,000 titles

Resources—Cont.

Materials/Level	*Phase I*	*Phase II*	*Phase III*
Reference:	Current and expanding reference collection selected from standard lists and to include at least 2 encyclopedias.	Current and expanding reference collection selected from standard lists and to include from 3 to 5 encyclopedias.	
Magazines:			
K–6:	10–24 titles (includes some adult nonprofessional periodicals)	25–39 titles (includes some adult nonprofessional periodicals)	40–50 titles (includes some adult nonprofessional periodicals)
7–9	10–24 titles	25–49 titles	100–125 titles
9–12	60–99 titles	100–124 titles	125–175 titles
K–12	Necessary magazine indexes and duplication of titles and indexes as required		
Professional	10–14 professional titles with access to Education Index	15–39 professional titles plus subscription to Education Index	40–50 professional titles with duplicates as needed; also Education Index
Newspapers:			
K–8	1–2 titles	3–4 titles	6–10 titles
9–12	3–4 titles	5–6 titles with duplication as necessary	6–10 titles
	At least one local, one State, and one national newspaper eventually to be represented in the collection.		
Pamphlets, Clippings, and Miscellaneous Material:	An organized collection of appropriate materials to implement curriculum, updated by an annual budget appropriation.	An organized collection of pamphlets, clippings, vocational information and other appropriate curriculum material, updated by an annual appropriation of approximately 5% of the budget. In secondary schools catalogs of colleges, universities and technical schools should be included.	Pamphlets, government documents, catalogs of colleges and technical schools, vocational information, clippings, and other materials appropriate to the curriculum and for other interest of students.
Filmstrips:	Purchase dependent upon teacher request and willingness to preview. However, the basic collection should include:		
K–8	200 titles or ½ print per pupil, whichever is greater.	400 titles or 1 print per pupil, whichever is greater.	500–1,000 titles, representing 1500 prints or 3 prints per pupil, whichever is greater.
9–12	200 titles	400 titles	
Super 8 or 8mm Films:	Purchase of the following dependent on amount of individualized instruction done in the school. However, the basic collection should include:		
K–8	1 title per 10 pupils	1 film per pupil with at least 100 titles	1½ films per student with at least 500 titles supplemented by duplicates.

Resources—Cont.

Materials/Level	*Phase I*	*Phase II*	*Phase III*
9–12	½ film per pupil with at least 100 titles	1 film per pupil with at least 100 titles	
16mm Films:	Unrestricted access to a minimum of 1,000 titles (include cooperative film libraries and rental resources)	Unrestricted access to a minimum of 2,000 titles (include cooperative film libraries and rental sources)	Access to a minimum of 3,000 titles supplemented by duplicates and (include cooperative film libraries and rental sources)
	All quantitative statements exclusive of sponsored films.		
Tape and Disc Recordings:	500 titles representing 500 records or tapes or 1 per pupil, whichever is greater	750 titles representing 750 records or tapes or 3 per pupil, whichever is greater	1,000–2,000 titles representing 3,000 records or tapes or 6 per pupil, whichever is greater (the number of titles to be increased in larger collections)
Slides:	A collection representing basic curriculum needs	A collection representing basic curriculum needs with additions for special interest or subject areas.	2,000 (Including all sizes)
Graphic Materials	Art prints, pictures, study prints, posters, photographs, charts, diagrams, graphs, and other types as needed for the implementation of curriculum.		
	Budget allowance for local production where applicable.		
Globes:	1 globe in media center, additional as needed.	2 globes in media center, additional as needed.	
K–8			1 globe in each teaching station and 2 in media center.
9–12			1 globe per 5 teaching stations and 2 in media center.
Maps:	1 map for each region studies and special maps (economic, weather, political, historical, and others) for each area studied. Duplicate maps available for each class section requiring maps at the same time, the number of duplicates to be determined by sections of students and the availability of maps on transparencies and filmstrips.		
Microform:			
9–12	5–10 news magazines on microfilm.	11–19 magazines and one national daily newspaper on microfilm.	To be purchased as available on topics in the curriculum. All periodical subscriptions indexed in Reader's Guide and newspaper files should be obtained as needed for reference.
Transparencies	A collection of transparencies and subject matter masters representing teaching needs.		

Resources—Cont.

	Phase I	*Phase II*	*Phase III*
Other Materials: Programmed instructional materials Realia Kits Prerecorded video tapes Remote access programs Resource files	To be introduced as desirable or necessary for the development of the individual school program.		

Facilities and Furniture

Quarters	*Phase I*	*Phase II*	*Phase III*
Space and Seating: K–12	Seating for 10% of the student enrollment at 40 sq. ft. per student, plus 2,500 sq. ft. for the basic functions 30% of that seating in independent study carrels	Seating for 10% of the student enrollment at 40 sq. ft. per student, plus 2,500 sq. ft. for the basic functions At least 1,000 sq. ft. for additional functions of the media program	Seating for 15% of the student enrollment at 40 sq. ft. per student, plus 2,500 sq. ft. for the basic functions At least 2,000 sq. ft. for additional functions of the media program Space for special functions as determined by school program

Space recommendations (Based on an enrollment of 1000 or fewer; must be adjusted for larger enrollment)

Space in Sq. Ft.	
	BASIC
800–1,000	Entrance, circulation, distribution
2,000–6,000	Reading and browsing; individual viewing and listening (Space based on 15% of a student enrollment at 40 sq. ft. per student; minimum provision for 50 students)
600– 800	Administrative offices
300– 400	Workroom
400– 800	Stacks
250– 400	Magazine storage
400– 600	AV equipment distribution and storage
600– 800	Faculty center and professional materials
	ADDITIONAL
450– 900	Conference rooms (3–6) @ 150 sq. ft.
200– 200	Small group viewing and listening
900–1,000	Classroom for media instruction and class projects
120– 300	Maintenance and repair service
800–1,000	Media production lab
150– 200	Dark room
120– 120	Materials and equipment storage for production

	SPECIAL ASPECTS
	Television
–1,600	Studio
800–1,000	Storage
–1,200	Office with work space
– 500	Radio
900–1,000	Computerized learning laboratory
900–1,000	Storage and control center for remote access

Equipment/Level	*Phase I*	*Phase II*	*Phase III*
16mm Sound Projector:	1 per 10 teaching stations plus 1 per media center	1 per 5 teaching stations plus 2 per media center	1 per 2 teaching stations plus 5 per resource center
Super 8 or 8mm Projector Remotely Controlled			
K–8	1 per media center	1 per 10 teaching stations plus 3 per media center	1 per teaching station plus 25 per resource center
9–12	6 per media center	1 per 5 teaching stations plus 6 per media center	
2 x 2 Slide Projector Remotely Controlled			
K–8	1 per media center	1 per 10 teaching stations plus 2 per media center	1 per 3 teaching stations plus 5 per resource center.
9–12	2 per media center	1 per 10 teaching stations plus 2 per media center	
Filmstrip or Combination Filmstrip/Slide Projector:	1 per 10 teaching stations plus 1 per media center	1 per 5 teaching stations plus 1 per media center	1 per teaching station plus 4 per resource center
Sound Filmstrip Projector:	1 per media center	1 per 10 teaching stations plus 1 per media center	
10 x 10 Overhead Projector:	1 per 5 teaching stations plus 1 per media center	1 per 3 teaching stations plus 1 per media center	1 per teaching station plus 4 per media center
Opaque Projector:	1 per floor level	1 per floor level plus 1 per media center	1 per 15 teaching stations plus 2 per media center
Filmstrip Viewer:			
K–8	1 per 5 teaching stations plus 3 per media center	1 per 3 teaching stations plus 5 per media center	3 per teaching station plus the equivalent of 1 per teaching station in media center
9–2	5 per media center	1 per 3 individual study station	
2 x 2 Slide Viewer:			
K–8	1 per media center	2 per media center	1 per teaching station plus 1 per media center
9–12	1 per 20 teaching stations plus 1 per 20 individual study stations in media center	1 per 20 teaching stations plus 1 per 20 individual study stations in media center	

Equipment/Level	*Phase I*	*Phase II*	*Phase III*
TV Receiver: (Minimum 23 in. Screen)	1 per school for classroom use plus 1 per media center where programs are available.	1 per floor level for classroom use plus 1 per media center where programs are available.	1 per teaching station and 1 per media center where programs are available.
Microprojector:	1 per building or access	2 per building or access	1 per 2 grade levels in K–8 1 per department where applicable in 9–12 plus 1 per media center.
Record Player:			
K–6	1 per 5 teaching stations plus 1 per media center	1 per 2 teaching stations plus 5 per media center	1 per teaching station plus 5 per media center
7–12	1 per 10 teaching stations plus 1 per media center	1 per 5 teaching stations plus 3 per media center	1 per 5 teaching stations plus 5 per media center
	1 set of earphones per player	1 set of earphones per player	
Audio Tape Recorder/ Player, Including Reel-to-Reel Cartridge and Cassette			
K–8	1 per 5 teaching stations plus 1 per media center	1 per 2 teaching stations plus 2 per media center	1 per teaching station plus 10 per media center
9–12	1 per 10 teaching stations plus 5 per media center	1 per 5 teaching stations plus 5 per media center	1 per 5 teaching stations plus 10 per media center
Listening Station:	2 portable listening stations with multiple student positions	Portable listening stations with multiple student positions at the rate of 1 per 10 teaching stations.	Portable listening stations with multiple student positions at the rate of 1 per teaching station plus 1 per media center.
Projection Cart:	1 of appropriate height per major piece of projection equipment at time equipment is obtained.	Additional as needed.	1 per portable piece of equipment purchased at the time equipment is obtained.
Projection Screen:	1 screen of appropriate size for every major piece of projection equipment	1 screen per teaching station plus 1 per media center.	1 permanently mounted screen per classroom plus additional screens of suitable size as needed for individual and small group use. The permanent screen should be no smaller than 70x70 with keystone eliminator.
Television Distribution:	All new construction should include a central antenna system with internal video tape distribution at each teaching station and media center Older buildings should be wired for television distribution with initiation of such programs.		
Radio Receiver: (AM-FM)	1 per media center and additional as needed where appropriate programming is available	1 per media center and additional as needed where appropriate programming is available.	1 per media center plus central distribution system (AM-FM)

115

Equipment/Level	*Phase I*	*Phase II*	*Phase III*
Photo-Copying Machine: 7–12	1 per school	1 per 30 teaching stations plus 1 per media center	1 per 30 teaching stations plus 1 per media center.
Thermal or Infrared-Copying Machine:	1 per school	1 per school	
Micro-Reader: (Some with Microfiche Attachment) 7–12	1 per media center	1 per 40 students positions in main reading room.	Equivalent of 1 per 10 teaching stations to be located in the media center.
Micro-Reader Printer: 7–12		1 per media center	1 per media center
Portable Video Tape Recorder System (Including Cameras):		1 per building	1 per 15 teaching stations with a minimum of 2 recorders per building.
Laminating Machine:	I per district	I per district	
Light Control:	Adequate variable light level control in every classroom and media center to the extent that all types of projected media can be utilized effectively together with devices that filter or restrict outside light.		
Local Production Equipment Per Building:	Minimum: Paper cutter Thermo transparency maker Film splicer (16mm) Primer typewriter Tape splicer Mechanical lettering devices Dry mount press and tacking iron	Additional: Copy camera and stand Diazo transparency equipment Slide sorting equipment Audio-reproduction equipment Light box	Additional: Film rewind 35mm still camera 16mm camera 8mm camera Rapid process camera Equipment for darkroom Slide reproducer

Many items considered standard for some districts are not listed. They are considered "special" and appropriate acquisitions only when the instructional program would be compromised by their omission. This list includes, but is not restricted to: Auditorium type overhead projectors; Auditorium or large group 16mm equipment; 16mm magnetic sound equipment; Broadcast TV (2,500 MHZ, etc.); telelecture; Large format and/or random access slide equipment; Slide duplication equipment; Tape (Reel or Cassette) duplication equipment.

INDIANA

Issuing Agency: State Board of Education

Official Published Source: *Guidelines: School Library and Audiovisual Needs, 1966*

Program

Purpose of program:

A. Help pupils:

1. Become intelligent users of all learning resources through selection, evaluation, and use of a rich variety of printed and audiovisual materials
2. Develop good study and work methods, habits, and abilities for directing their own learning.
3. Locate printed and audiovisual materials that meet and expand individual needs, abilities, and interests for both class work and non-class interests and to discover through these resources new interests, ideas, and new knowledges.

4. Acquire and stimulate an interest and liking for reading so that it becomes a life time source of information and pleasure.
5. Acquire listening and viewing skills and appreciations for present and future use.
6. Analyze, interpret, and evaluate the materials of learning and develop capacities for critical thinking and application.
7. Make effective use of the reference and guidance services of the central center, of the school, and of the community.
8. Understand, acquire, and maintain desirable social attitudes and behavior.

B. Help teachers by:

1. Working with them to implement a planned, sequential program in the selection, evaluation, and use of all types of materials and devices which contribute to their teaching program.
2. Providing a rich variety of materials, both printed and audiovisual.
3. Providing professional materials in their special teaching area as well as general educational materials.
4. Making available facilities, services, equipment and resources for the selection, evaluation, organization, and use of materials.
5. Serving as materials and resources specialists in curriculum planning, team teaching, new devices and techniques and consulting with teachers concerning their special needs, the needs of students, class projects and materials.
6. Furnishing assistance and facilities for the production of graphic, photographic, audio, and television materials and displays.
7. Serving as materials and resources specialists in inservice training program.
8. Cooperating actively with teachers in programs of reading readiness, individualized reading, developmental reading, and remedial reading and in viewing and listening activities, demonstrations, and appreciations.
9. Encouraging wide use of the reference and bibliographic service of the central materials center of the schools and of the community.

Resources

Materials Collection	*Basic*	*Advanced*
Books:	6,000–10,000 for schools of 200–999 students; 10 books per pupil for schools of 1,000 or more	30,000 volumes for large high schools or more to serve independent and advanced study programs
Periodicals:	25 titles, K–6 50 titles, K–8 70 titles, Junior High 120 titles, Senior High	Superior junior and senior high schools will need to provide a reference collection of magazines and newspapers on microfilm
Newspapers:	3–6 titles	
Pamphlets:	Extensive, up-to-date useful collection including documents published by government agencies and the United Nations and its agencies	
Supplementary Texts:	Size and location of collection dependent upon needs and enrollment of school.	
Films, Filmstrips:	1 per pupil per ADA for the preceeding year.	1½ per pupil per ADA for the preceding year.
Recordings, tape and disc, exclusive of language labs:	100 plus 2 per teaching station.	300 plus 3 per teaching station
Projections, other than 16mm films and filmstrips (8mm films, 2 x 2 slides, 3¼ x 4 slides, transparencies, microfilms):	As needed	As needed

117

Resources—Cont.

Materials Collection	*Basic*	*Advanced*
Graphics (maps, globes, charts, pictures, dioramas, realia):	As needed	As needed
Programs Professional books:	200 to 1,000 titles, depending on the needs and size of the faculty and the availability of other collections of professional materials in the community.	
Professional Periodicals:	25 to 50 titles	
Professional Pamphlets, etc.:	As needed.	

Facilities and Furniture

Reading room area:

The reading room accommodates at least 10 percent of the enrollment in schools having 551 or more students, and 45–55 students in schools having 200–500 students. No more than 100 students, and preferably no more than 80, are seated in one reading room.

The reading room has dimensions based on an allowance of 30–35 square feet per reader. This standard allows for the following requirements of functional library design:

Sufficient space for tables, chairs, and individual study carrels for users of the materials center.

Sufficient space for heavy traffic areas (around the circulation desk and elsewhere) and for the comfort and convenience of the users (5 feet of space between adjacent tables and 5 feet between tables and shelving).

Sufficient adjustable wall shelving of standard dimensions to hours, along with the shelving noted in print 2d following, at least three fourths of the book collection in the reading room. Several sections of special shelving of various dimensions for reference books, picture books, and magazines.

Several recessed tack board or peg board areas in the shelving sections, located away from the corridor door.

Sufficient space for the circulation desk unit, the card catalog case, vertical files, mobile record players, and other free-standing or mobile equipment.

Listening and Viewing area:

In schools with enrollments up to 500, one workroom-storage area may serve for both printed and audiovisual materials and equipment, allowing about 400 square feet. Additional space is desirable for listening and viewing.

In schools with enrollments above 500, more space is needed. For example, the following recommendation for audiovisual centers in schools with enrollments of 600–1,200 students can be adapted for school instructional materials suites:

For audiovisual equipment . . . 300–400 square feet

For audiovisual materials . . . 300–400 square feet

For viewing and auditioning . . . 800–1,000 square feet

For administration of audiovisual materials . . . 150–200 square feet

Conference room area:

The number of conference rooms depends upon the requirements of the individual school. All instructional materials centers in schools having fewer than 1,000 students need at least one conference room, and instructional materials centers in larger schools need two or more conference rooms.

Requirements for conference room areas include the following:

Location adjacent to and connected with the main reading room.

A minimum of 120 square feet of space in each room.

Glass partitions in the walls between the reading room and conference rooms.

Acoustically treated walls and ceiling and other provisions for making the area sound-proof.

Equipment for each room consisting of a table, chairs, and shelving for books, and, if desired, listening and viewing machines, a small bulletin board, a chalk board, and shelving for recordings.

Classroom area:

Stack area:

The space for stack areas is determined by the number of books in the regular collection that can-

not be shelved in the main reading room area, the extent of the collection of back issues of periodicals, and the extent of the collections of audiovisual materials and supplementary printed materials to be housed in this location. Microfilm should be considered for back issues of periodicals.

Work and Office area:

Materials center facilities must include sufficient work space for the technical processing and repair of materials, for conducting business routines, and for storing supplies and equipment.

In schools with enrollments up to 500:

One workroom-storage area may be provided for printed materials, audiovisual materials, and equipment. It may also serve as an office area.

When separate workroom-storage areas are provided for printed and for audiovisual materials, about 200 square feet will be needed for each room.

In larger schools where additional materials and staff necessitate more space for processing activities, storage purposes, and general administration, one room will not serve all purposes.

All workrooms include adequate workspace, with a carefully planned counter (13–24 inches deep) with vinyl or formica top and work-type sink, with various sizes of storage drawers and cupboards, plus knee-hole space below the counter and open shelves above.

Offices for the staff are essential.

Other areas in the materials center: (For all schools enrolling 500 or more)

A room or separate space, appropriately furnished and equipped, for the collection of materials for teachers—professional books and magazines, printed resource units, curriculum guides, and other instructional resources.

A magazine room for current periodicals for back issues of periodicals (covering at least the previous five years), and for microfilm equipment.

An informal reading area that may be created in the reading room by an arrangement of furniture, or may be an addition to the reading room, especially designed for this purpose.

Lighting, acoustics, ventilation and decoration:

Areas should have natural and artificial light, heat, air conditioning, and ventilation in sufficient degrees to meet the most recent standards of engineering societies or states.

The electrical service provides for:

Duplex outlets at 6-foot intervals in the baseboard of the shelving on each wall of the reading room, and in the classroom and audiovisual areas; above the work counter in the workroom; in the office area; and in the conference rooms.

Telephone outlet in the office area and in other areas if needed.

Intercommunication outlet in office area and elsewhere, if needed.

Light switches, electrical outlets, thermostats, telephone, and fire extinguishers located where they do not use space needed for shelving. Floor outlets as needed.

The floor covering made of a noise-reducing material, such as rubber or vinyl, tile or carpeting. Floor covering material must meet acceptable light reflectivity standards.

The ceiling is acoustically treated to control sound.

Draperies and/or blinds for the windows selected in terms of lighting requirements and artistic decoration.

Shelving:

Specifications for regular shelving:
Width of section on centers . . . 3 feet
Depth of shelves
Standard . . . 8–10 inches
Oversize . . . 10–12 inches
Thickness of shelves . . . 13/16 inches
Height of section . . .
Base . . . 4–6 inches
Cornice, where used . . . 2 inches
Total height of standard section:
Elementary school . . . 5–6 feet
Junior high school . . . 6 feet
Senior high school . . . 6–7 feet
Total height or counter section 30–42 inches
Space (in the clear) between shelves 10–10½ inches
(Adjustable feature takes care of oversize books)
No trim on uprights or cornices

Specifications for special shelving:
For current periodicals
Depth of slanting shelves . . . 16 inches
Depth of shelves, straight across . . . 12 inches
For back issues of periodicals
Depth of shelves . . . 12–15 inches
For picture books for elementary schools
Depth of shelves . . . 12 inches
Space (in the clear) between shelves . . . 14–16 inches
¼ inch upright partitions approximately 7–8 inches apart in each section.
For phonograph records

119

Depth of shelves . . . 16 inches
Space (in the clear) between shelves for average size records . . . 14 inches
Space (in the clear) between shelves for oversize records and transcrpitions . . . 18 inches
¼ inch upright removable partitions approximately 2½ inches apart in each section.

Capacity estimates:
Number of books per three-foot shelf when full:
Books of average size . . . 30
Reference books . . . 13
Picture books (with dividers) . . . 60
Total capacity depends on the size of the collections plus anticipated expansion.

	Tables			*Chairs*	
	Height	*Width*	*Length*	*Diameter*	*Height*
Elementary school	25″–28″	3′	5′–6′	4′	14″–17″
Junior high school	27″–30″	3′	5′–6′	4′	16″–18″
Senior high school	29″–30″	3′	5′–6′	4′	18″
Other Equipment:	Charging desk; Card catalog; Book trucks, films, cabinets, reference book standards, typewriter, office desks, clocks, exhibit cases, informal furniture, etc.				

Audiovisual Equipment

	Elementary		*Secondary*	
Item	*Basic*	*Advanced*	*Basic*	*Advanced*
16mm sound projector:	1 per 10 teaching stations	1 per 5 teaching stations	1 per 10 teaching stations	1 per 5 teaching stations
8mm projector:	Should have one available for experimental purposes, but no specific guideline at this time. Schools will have to acquire as the field develops and materials become available.		1 per building	Number will necessarily have to be based on availability
2 x 2 slide projector:	1 automatic projector per school	1 automatic projector per 5 teaching stations	1 per building	1 per 5 teaching stations
Filmstrip or Combination:	1 per 3 teaching	1 per teaching station	1 per 10 teaching stations	1 per 5 teaching stations
Sound Filmstrip Projector:	Combine available filmstrip propector with existing record player or tape	1 per building	Combine available filmstrip projector with existing record player or tape	1 per building
3⅓ x Projector: (Overhead)	1 per school district	1 per school building		
3¼ x 4 Projector: (Auditorium)	1 per auditorium	1 per auditorium	1 per school district	1 per building
Filmstrip Viewer:	1 per 3 teaching stations	1 per teaching station	1 per auditorium	1 per auditorium
	Also a quantity of viewers (1 per 3 teaching stations) should be available from a central source within the building for special project use or for individual study (school or home).		1 per 3 teaching stations	1 per teaching station

120

Audiovisual Equipment—Cont.

	Elementary		*Secondary*	
Item	*Basic*	*Advanced*	*Basic*	*Advanced*
Overhead Projector: (10 x 10) (Classroom Projector)	1 per 4 teaching stations	1 per 6 teaching stations	1 per 4 teaching stations	1 per teaching station
Overhead Projector: (Auditorium type)	Appropriate number for large group instruction. An auditorium model overhead merely implies that machine utilized has sufficient light output and optical capabilities to project a satisfactory image in an auditorium type situation		Appropriate number for large group instruction. An auditorium model overhead merely implies that the machine utilized has sufficient light outputs and optical capabilities to project a satisfactory image in an auditorium type situation.	
Opaque:	1 per building	1 for 6 teaching stations	1 per building	1 per floor
TV Receivers:	1 per class per TV channel at the grade level having the greatest number of sections—if programs are available	1 per teaching station if programs are available	1 per department where programs are available	1 per 24 viewers in a classroom where programs are available
Micro-Projector:	1 per school	1 per 2 grade levels	1 per school	1 per department where applicable
Record Players:	1 per teaching station K–3 1 per grade level 4–6 1 set of earphones per each teaching station; where listening stations are utilized 6–10 earphones needed	1 per teaching station plus earphones for each—where listening stations are utilized 6–10 earphones needed	1 per 10 teaching stations	1 per 5 teaching stations
Tape Recorders:	1 per 5 teaching stations	1 per 2 teaching stations with earphones as needed	1 per 10 teaching stations	1 per 5 teaching stations
Projection Carts:	1 per portable piece of equipment purchased at the time the equipment is purchased	Permanent installation for projection purposes in each classroom	1 per portable piece of equipment purchased at the time the equipment is purchased	Permanent installation for projection purposes in each classroom
Light Control:	Every classroom should have adequate light control. Adequate means the availability of facilities to control light to the extent that all types of projected media can be utilized effectively.		Every classroom should have adequate light control. Adequate implies the availability of facilities to control light to the extent that all types of projected media can be utilized effectively.	

Audiovisual Equipment—Cont.

	Elementary		*Secondary*	
Item	*Basic*	*Advanced*	*Basic*	*Advanced*
Video-Tape Recorders:	2 per school district would be desirable at present time for pilot programs. The state of this field is so dynamic that no specific recommendations can be made.		2 per school district would be desirable at present time for pilot programs. The state of this field is so dynamic that no specific recommendations can be made.	
Closed-Circuit TV:	All new construction should include provisions for installation at each teaching station—older buildings should be wired for closed circuit television as needs develop.		All new construction should include provisions for installation at each teaching station, and older buildings should be wired for closed circuit television as needs develop.	
Radio-Receivers:	1 per school plus one battery type for emergency purposes	1 or more per building as is dictated by instructional needs plus central distribution system (AM)	3 per building 1 per building should be battery operated. 1 set all-wave for language use.	1 per 10 teaching stations
Projection Screens:	1 permanently mounted screen per class room, 70 x 70 or larger with provision for eliminating keystoning. Large screen for auditorium or large group instructional area.	Additional portable screen of suitable size for individual and small group use	1 permanently mounted screen per classroom. No smaller than 70 x 70 with keystone elimination. Screen for auditorium and/or large group instructional area.	1 permanently mounted screen per classroom plus portable screens as needed. Permanent screens no smaller than 70x70 with keystone elimination. Screen for auditorium and/or large group industrial area.
Local Production Equipment for Building:	Dry Mount Press and Tacking Iron Paper cutter Transparency Production Equipment Spirit Duplicator Primary Typewriter Polaroid Camera 35mm Camera and accessories as needed Film Rewind Film Splicer (8–16mm) Tape Splicer	Add to basic list: 8mm Camera Second type of transparency Maker Mechanical Lettering Copy Camera and Stand	Dry Mount Press and Tacking Iron Paper cutter Transparency Production Equipment 16mm Camera 8mm Camera Rapid Process Camera Equipped Darkroom Spirit Duplicator Primary Typewriter Copy Camera and stand Light Box 35mm Still Camera Film Rewind Film Splicer (8mm & 16mm) Tape Splicer	Add to basic list: Slide Reproducer Second type of Transparency Production Equipment Mechanical Lettering

IOWA

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Elementary:

Program

The Media Center serves children by:

- Indicating all learning materials (print and nonprint) that are available in the building
- Teaching how to locate and use materials
- Teaching how to evaluate materials
- Providing an atmosphere for individual and small group inquiry
- Teaching how to relate to outside sources for additional information
- Developing skills in the production of learning materials
- Encouraging creativity
- Giving increased dimensions to learning through access to a variety of media
- Providing materials of varying levels of difficulty and on a wide variety of subjects

serves teachers by:

- Cataloging all instructional materials that are available in the building
- Providing a professional library
- Assisting in selection and accumulation of materials for a unit
- Assisting in the planning and production of various teaching materials
- Providing information on available outside resources
- Aiding in correlation of unit materials and activities
- Providing information on new materials and techniques
- Providing inservice training including methods of using and evaluating materials and evaluating techniques
- Providing examination and previewing facilities
- Scheduling materials and equipment for maximum use

Assists administrators by:

- Providing central purchasing of learning materials and equipment
- Maintaining a constant and complete inventory of all learning materials and equipment
- Providing inservice training
- Avoiding needless duplication of learning materials
- Providing a central collection of statistical data, area facts, buying guides, and other pertinent information
- Relating with other libraries in the area
- Providing examination and previewing facilities
- Maintaining circulation-utilization records
- Providing central distribution of materials and equipment
- Supporting the total school curriculum
- Providing continuous orientation to new ideas
- Simplifying maintenance of equipment
- Providing a centralized area for production of instructional materials

Resources

	Phase I	*Phase II*	*Phase III*
Books:	At least 6,000 volumes representing 6,000 titles or 10 books per pupil, whichever is greater	8,000 volumes representing at least 6,000 titles, or 12 books per pupil, whichever is greater; duplicates as needed to support school curriculum and supply student interests	10,000 volumes representing at least 8,000 titles or 15 books per pupil, whichever is greater; duplicates as needed to support school curriculum and supply student interests
Magazines:	15–24 titles	25–39 titles	40–50 titles

Resources—Cont.

	Phase I	*Phase II*	*Phase III*
Newspapers:	3 titles	4 titles	6 titles
	Vertical file materials (pamphlets, pictures, booklets, charts, clippings) in abundant supply		
16mm Films:	Ready access to a minimum of 3,000 titles supplemented by duplicates and rentals		
Filmstrips:	500 titles or 1 per pupil, whichever is greater	750 titles, representing 1,000 prints or 2 prints per pupil, whichever is greater	1,000 titles, representing 1,500 prints or 3 prints per pupil, whichever is greater
Recordings: (Discs & Tapes) (Excluding electronic laboratory materials)	1,000 titles or 2 per pupil, whichever is greater	1,500 titles or 4 per pupil, whichever is greater; duplicates as needed to support school curriculum and supply student interests	2,00 titles or 6 per pupil, whichever is greater; duplicates as needed to support school curriculum and supply student interests
8mm Film Loops: (single concept)	No specific recommendation	250 titles	500 titles, supplimented by duplicates
Globes:	1 per teaching station plus 2 for media center	Additional special globes as needed	Additional globes as needed
Maps:	Sufficient quantity and variety to meet the needs of the curriculum; may be in various formats, such as transparencies, flat, and wall maps, and must be up to date; number of duplicates will be determined by the number of sections of a particular grade		
Transparencies and Slides:	Sufficient quantity to meet the needs of the school curriculum		
Pictures:	Sufficient quantity and wide variety sturdily mounted to meet the needs of the school curriculum		
Study print sets:	100 sets or 1 for every 5 pupils, whichever is greater; additional and duplicates as needed to satisfy classroom needs	175 sets or 1 for every 3 pupils, whichever is greater; additional and duplicates as needed to satisfy classroom needs	225 sets or 1 for every 2 pupils, whichever is greater; additional and duplicates as needed to satisfy classroom needs
Art prints: (Reproductions in color of art works)	300	600	1,000
Replicas and art objects:	Sufficient quantity to meet the needs of the school curriculum		
Models, kits, realia, and dioramas	No specific recommendation		
Programmed instruction	No specific recommendation		
Microform	No specific recommendation		
Videotape	No specific recommendation		
Dial access	No specific recommendation		
Professional Materials:	200–600 books (titles)	600–1,000 books (titles)	1,000 books (titles) and more as needed
	10–29 magazines	30–49 magazines	50 or more magazines
	Audiovisual materials, pamphlets, etc., as needed	Audiovisual materials, pamphlets, etc., as needed	Audiovisual materials, pamphlets, as needed

124

Location: The location of the media center will vary according to existing facilities, but it should be as centrally located as possible to provide maximum accessibility to students and teachers. Whether the media center is in an existing building or planned in a new structure, consideration should be given to future expansion as the enrollment and program may demand.

Environment: The electrical system should be designed to provide effective lighting in each activity area, adequate light control for many types of viewing activities, and an adequate number of electrical outlets in all areas. At least one telephone outlet should be located in the office area. Light switches, electrical outlets, fire extinguishers, telephones, and thermostats should be located so they do not take up space needed for shelving or storage. Movable, counter-height shelving permits flexibility in arrangement and allows the floor space to be used in a variety of ways. The floor and ceiling should be acoustically treated for noise control.

Facilities and Furniture *

Phase I	*Phase II*	*Phase III*
Central room furnished and equipped to house as much of the program as possible, preferably with space available to seat the largest class plus ten	Remodeled quarters or new facilities planned to meet the needs of the materials collection and program of services in a combined media-library program, including: 1. Space to seat 40 students plus 5% of the school enrollment in the reading area 2. Office and workroom 3. Magazine and audiovisual storage 4. Previewing and listening area 5. Conference room 6. Production area 7. Professional collection area 8. Provisions for expansion	Quarters expanded to provide a program of superior service as set forth in the joint American Library Association and Department of Audiovisual Instruction's *Standards for School Media Programs.*
Furnishings:	Shelving Width of section on centers ..... 3 feet Depth ..... Narrow ..... 8 inches Standard ..... 10 inches Oversize ..... 12 inches Thickness ..... 13/16 inch Height ..... 5–6 feet Height of counter section ..... 30–42 inches Space between adjustable shelves ..... 10–10 1/2 inches (Adjustable feature takes care of oversize books) No trim on uprights, shelves, or cornices Periodical shelving Depth of slanting shelves ..... 16 inches Depth of shelves, straight across ..... 12 inches Depth of storage shelves ..... 12–15 inches	

* Iowa has a more detailed booklet in this area: *Plan for Progress . . . In the Media Center, Facilities*, State Department of Public Instruction, 1973.

Facilities and Furniture*—Cont.

	Phase I	*Phase II*
	Picture book shelving	
	Depth of shelves ..... 12 inches	
	Space between adjustable shelves ..... 14–16 inches	
	1/4 inch upright partitions 5 inches high and 7–8 inches apart on each shelf	
	Phonograph record shelving	
	Depth of shelves ..... 16 inches	
	Space between adjustable shelves ..... 14–18 inches	
	1/4 inch upright partitions 5–6 inches high and 2 1/2–3 inches apart on each shelf	
	(Display bins, now frequently preferred, are not yet fully standardized as shelving)	
Capacity estimates:	Number of books per 3-foot shelf when full:	
	Books of average size 30	
	Reference books 18	
	Picture books (with dividers) 60	
	Tables (Variety of heights)	
	Height ..... 25–28 inches	
	Width ..... 3 feet	
	Length ..... 5–6 feet	
	Chairs (Variety of heights)	
	Height ..... 14–17 inches	
	Chairs with curved backs and saddle seats are most comfortable	
	Files	
	Pamphlets, clippings, small pictures and maps ..... Legal size with hanging folders	

Audiovisual Equipment

	Phase I	*Phase II*	*Phase III*
16mm Projectors:	1 per 10 teaching stations or 1 per floor plus 1 in media center	1 per 4 teaching stations plus 2 in media center	1 per 2 teaching stations plus 5 in media center
8mm projectors:			1 per building
8mm loop projectors: (if materials are available)	5 per center	1 per 3 teaching stations plus 15	1 per teaching station plus 15
2 x 2 slide projectors, remotely controlled:	1 per building	1 per 5 teaching stations plus 2	1 per 3 teaching stations plus 5
Filmstrip or combination filmstrip-slide projectors:	1 per 10 teaching stations plus 1	1 per 5 teaching stations plus 1	1 per teaching station plus 4
Sound filmstrip projectors:	Combine available filmstrip projector with record player or tape recorder	1 per 10 teaching stations plus 1	1 per 5 teaching stations plus 2
10 x 10 overhead projectors:	1 per 2 teaching stations plus 1	1 per teaching station plus 2	1 per teaching stations
Opaque projectors:	1 per floor	1 per 25 teaching stations plus 1 per floor	1 per 15 teaching stations

Audiovisual Equipment—Cont.

	Phase I	*Phase II*	*Phase III*
Filmstrip viewers:	1 per 2 teaching stations in media center	1 per teaching station plus 1 per 2 teaching stations in media center	3 per teaching station plus 1 per teaching station in media center
2 x 2 slide viewers:	1 in media center	1 per 5 teaching stations plus 1	1 per 24 pupils plus 1
TV, minimum 23-inch screen:	1 per floor on cart and classrooms equipped with antenna lead-in	1 per teaching station where programs are available	1 per 24 pupils plus 1
Micro-projectors:	1 per building	1 per 20 teaching stations	1 per 2 grade levels
Record Players:	1 per teaching station (K–1), 1 per 2 teaching stations (2–3), 1 per grade level (4–6) plus stereo record player in in media center	1 per teaching station (K–3), 1 per grade level (4–6) plus stereo record player	1 per teaching station (K–6), plus 5, and stereo record player
Audio tape recorders equipped for case with earphones:	1 per 7 teaching stations plus 1	1 per 2 teaching stations plus 2	1 per teaching station plus 10
Projection carts:	1 per portable piece of equipment, purchased at the time the equipment is obtained, with power cord		
Listening stations:	1 per floor plus 1	Portable listening station with 6–10 sets of earphones at a ratio of 1 per 3 teaching stations (suitable for use with record player or tape recorder)	Same as Phase II, but 1 per teaching station plus 1
Closed Circuit television:	All new construction and major modification of buildings should include provisions for installation at each teaching station and the media center		
Projection screens:	1 permanently mounted screen per classroom plus portable screens as needed—no smaller than 70 x 70 with keystone eliminator		
Radio receivers:	1 per media center	1 per media center plus central distribution—AM-FM	3 per media center plus central distribution—AM–FM
Micro-recorders:	As materials become available	1 per 10 teaching stations to be located in media center	1 per 5 teaching stations to be located in media center
Video tape recorders:	accessible for experimentation	Available in school district	1 per building
Telelecture equipment:	Available within the school district		
Copying machines:	1 per center	1 per 30 teaching stations plus 1	1 per 20 teaching stations plus 1
Duplicating machines:	1 per center	1 per 30 teaching stations plus 1	1 per 20 teaching stations plus 1
Production equipment:	Dry mount press Tacking iron Large paper cutter Thermal copier Simple slide camera (Ektagraphic)	Equipment in Phase I 35mm camera, Close-up lens, Copy stand Polaroid camera	Equipment in Phases I and II, 8mm camera Darkroom and equipment Mimeograph

Audiovisual Equipment—Cont.

Phase I	*Phase II*	*Phase III*
Spirit duplicator	35mm viewer box	
Primary typewriter	Mechanical lettering devices	
Tape splicer	Film rewind	
Manual lettering kit	Photocopy machine	
Portable chalk/bulletin board	Slide file	
Film splicer, 8mm and 16mm		
Work table		
Drawing board		
Transparency production kits		
Tools for repair		
Storage and checkout facilities		

Scheduling and Organization

Phase I: All materials, print, and nonprint centrally cataloged.

Phase II: Print and nonprint materials combined into an integrated media program.

Secondary:

Program

The Media Center—serves students by:

- Establishing an environment for learning
- Maintaining a wide selection of media at different levels of ability and interest
- Organizing materials for quick, easy accessibility
- Providing efficient areas for individual and group study
- Contributing to the development of skills in reading, viewing, listening, evaluation, and communications
- Providing guidance in selection and use of appropriate media
- Assisting in production of special materials
- Providing opportunities for independent or self-directed learning.

serves teachers by:

- Cataloging all instructional media that are available in the building
- Providing a professional library
- Assisting in selection and accumulation of materials to support learning objectives
- Assisting in the planning and production of various learning materials.
- Providing information on available outside resources
- Aiding in correlation of unit materials and activities
- Providing information on new materials and techniques
- Providing inservice training, including methods of using and evaluating materials and techniques
- Providing examination and previewing facilities
- Scheduling materials and equipment for maximum use.

serves administrators by:

- Making recommendations for the purchase of media
- Maintaining inventory and maintenance records of all media
- Providing inservice training
- Avoiding needless duplication of learning materials
- Providing a central collection of statistical data, area facts, buying guides, and other pertinent information
- Relating to the other media centers and supportive agencies in the district or area
- Maintaining circulation-utilization records
- Providing central distribution of media
- Supporting the total school curriculum
- Providing continuous orientation to new ideas
- Participating in the planning and development of buildings and classrooms for effective learning
- Providing a centralized area for production of instructional materials.

	Phase I	*Phase II*	*Phase III*
Books:	At least 8,000 volumes representing 7,000 titles or 12 books per pupil, whichever is greater	9,000 volumes representing 8,000 titles or 15 books per pupil, whichever is greater; duplicates as needed to support school curriculum and supply student interests	10,000 volumes representing at least 9,000 titles or 20 volumes per pupil, whichever is greater; duplicates as needed to support school curriculum and supply student interests
Magazines:	Jr. High 75 titles Sr. High 100–125 titles	Jr. High 75–100 titles Sr. High 125–150 titles	Jr. High 100–125 titles Sr. High 150–175 titles
	Unabridged Reader's Guide recommended; other necessary magazine indexes and duplication of titles and indexes as required		
Newspapers:	6 titles	6–10 titles	10 titles At least one local, one State, and one national newspaper to be represented in the collection
Vertical file material (Pamphlets, clippings, pictures, and miscellaneous materials):	Pamphlets, government documents, catalogs of colleges and technical schools, vocational information, clippings, pictures, and other materials appropriate to the curriculum and student interests		
16mm films:	Ready access to a minimum of 3,000 titles supplemented by duplicates and rentals		
Filmstrips:	500 titles or 1 per pupil, whichever is greater	750 titles, representing 1,000 prints or 2 prints per pupil, whichever is greater	1,000 titles, representing 1,500 prints or 3 prints per pupil, whichever is greater
Recordings: (Discs and Tapes)	1,000 titles or 2 per pupil, whichever is greater	1,500 titles or 4 per pupil, whichever is greater, duplicates as needed to support school curriculum and supply student interests	2,000 titles or 6 per pupil, whichever is greater; duplicates as needed to support school curriculum and supply student interests
8mm films: (Single concept or regular length)	Adequate to support the learning objectives of the individual school		1 1/2 film per student with at least 500 titles, supplemented by duplicates
Globes:	At least 1 globe per 5 teaching stations and 2 in the media center; in addition, special globes to be available in the media center		
Maps:	1 map for each region studied and special maps (economic, weather, political, historical, and others) for each area studied; duplicate maps available for each class section requiring maps at the same time, the number of duplicates to be determined by sections of students and the availability of maps on transparencies and filmstrips; wall maps for teaching stations		

129

Resources—Cont.

	Phase I	*Phase II*	*Phase III*
Transparencies:	1,000 prepared transparencies plus a selection of subject matter masters	1,500 prepared transparencies, plus a selection of subject matter masters	2,000 prepared transparencies, plus a selection of subject matter masters
Slides: (All sizes of slides)	2,000 professionally prepared slides	3,000 professionally prepared slides	5,000 professionally prepared slides
Art prints: (Reproduce in color or art works)	300; duplicates as needed	500; duplicates as needed	1,000; duplicates as needed
Replicas, art objects, models, educational games, kits, realia, dioramas, programmed instruction, video tape:	Because of the nature of certain media forms and the evolving or transitional development of others, quantitative recommendations cannot be given. Nevertheless, these materials make a unique contribution to the instructional program and provide resources for the academic needs and general interests of students. An abundant number should be available in the media center		
Microfilm:	To be purchased as available on topics in the curriculum; all periodical subscriptions indexed in Reader's Guide and newspaper files to be obtained as needed for reference		
Professional Materials:	200–600 books (titles)	600–1,000 books (titles)	1,000 books (titles) and more as needed
	10–29 periodicals	30–49 periodicals	50 or more periodicals
	Audiovisual materials, pamphlets, etc., as needed	Audiovisual materials, pamphlets, etc., as needed	Audiovisual materials, pamphlets, etc., as needed

Facilities and Furniture *

	Phase I	*Phase II*
Location:	As centrally located as possible to provide maximum accessibility to students and teachers, but the inclusion of all components of the media program in the central location or even adjacent to the media center may not be possible	
Space:		
Existing space remodeled quarters, or new facilities to meet the needs of the materials collection and services in a media program, preferably with space to seat the largest class plus 10	Space to seat 8 percent of the school enrollment, but not less than 40 students, in the reading area Adequate space to house and store media Office and workroom Previewing and listening area Individual viewing and listening stations Conference rooms Production area Professional collection area Provisions for expansion	Quarters expanded to provide a program of superior service as set forth in the joint American Association of School Librarians and Department of Audiovisual Instruction's *Sandards for School Media Programs*

* Iowa has a more detailed booklet in this area: *Plan for Progress . . . in the Media Center, Facilities*, State Department of Public Instruction, 1973.

130

	Phase I	*Phase II*
Environment:	The electrical system should be designed to provide effective lighting in each activity area, adequate light control for many types of viewing activities, and an adequate number of electrical outlets in all areas. At least one telephone outlet should be located in the office area. Light switches, electrical outlets, fire extinguishers, telephones, and thermostats should be located so as not to take up space needed for shelving or storage. Movable shelving permits flexibility in arrangement and allows the floor space to be used in a variety of ways. The floor and ceiling should be acoustically treated for noise control.	
Furnishings:	Card Catalog Capacity estimate—1,000 cards per drawer—5 cards per item Drawers in units of 15, 30, or 60 Solid base preferred for 60-drawer units Charge Desk Units *Book return Card file *Charging Corner display Depth ..... 26″ Height ..... 39″ Width ..... 30″–36″	*Cupboard Desk Open shelf
	Shelving Capacity estimates (no shelving over 2/3 full) Number of books per 3-foot when full: Books of average size ..... 21 Reference books 18	
	Periodical shelving Depth of shelves, straight across ..... 12″ Depth of shelves, slanting ..... 16″ Depth of shelves, storage ..... 12″–15″ Height of unit ..... 60″, 72″, 84″	
	Reference shelving Depth of shelves ..... 12″ Height of unit ..... 42″ Space between adjustable shelves ..... 14″–16″	
	Supplemental books Depth ..... 8″, 10″, 12″ Height of unit ..... 5′–7′ Height of counter section ..... 42″ Space between adjustable shelves ..... 10″–10 1/2″ Thickness of shelf ..... 13″–16″ Width of section on centers ..... 3′	
	Tables (variety of height) Carrells Depth of desk ..... 24″ Height of desk ..... 29″ Width of desk ..... 36″	

Facilities and Furniture*—Cont.

Phase I	*Phase II*
Tables	
Rectangular	
Height	26"–29"
Length	60", 72", 90", 120"
Width	36"
Round	
Diameter	48"–60"
Height	26"–29"
Square	
Height	26"–29"
Length	42"
Width	42"
Workroom Furniture	
Shelving	
Height	6 shelves or 80"
Tables	
Sitting height and standing height	
Other Furniture	
Atlas stand	
Book trucks (shelved; with descending platform)	
Catalog reference tables (standing height)	
Desk	Newspaper rack
Dictionary stands	Periodical index table
Exhibit case	Seating (lounge; study)
File cabinets	Swivel chairs (desk; high)

Audiovisual Equipment

	Phase I	*Phase II*	*Phase III*
16mm Projectors	1 per 10 teaching stations plus 2 in media center	1 per 4 teaching stations plus 2 in media center	1 per 2 teaching stations plus 5 in media center
8mm selfthreading reel-to-reel or film loop projectors* (if materials are available)	5 available per media center	1 per 3 teaching stations plus 15 in media center	1 per teaching station plus 15 in media center.
2 x 2 slide projectors* remotely controlled	1 per 10 teaching stations plus 1 in media center	1 per 5 teaching stations plus 2 in media center	1 per 3 teaching station plus 5 in media center
Filmstrip or combination filmstrip-slide projectors	1 per 10 teaching stations plus 1 in media center	1 per 5 teaching stations plus 1 in media center	1 per teaching station plus 4 in media center
Sound filmstrip projectors	Combine available filmstrip projector with record player or tape.	1 per 10 teaching stations plus 1 in media center	1 per 5 teaching stations plus 2 in media center
10 x 10 overhead projectors	1 per 2 teaching stations plus 2 in media center	1 per teaching station plus 2 in media center	1 per teaching station plus 4 in media center

Audiovisual Equipment—Cont.

	Phase I	*Phase II*	*Phase III*
Opaque projectors	1 per floor plus 1 in media center	1 per floor plus 2 in media center	1 per floor plus 2 in media center
Filmstrip viewers*	1 per teaching station plus 1 in media center	1 per teaching station plus 1 per 2 stations in media center	3 per teaching station plus 1 per teaching station in media center
2 x 2 slide Viewers*	1 in media center	1 per 5 teaching stations plus 1 in media center	1 per teaching station plus 1 in media center
TV, minimum 23" screen (when programs are available)	1 per floor on cart	1 per teaching station where programs are available plus 1 in media center	
Micro-projectors	1 per department where applicable only if recommended by science department		
Portable PA System	1 per media center	1 per physical education department plus 1 per media center	
Record Players	1 per 15 teaching stations plus 1 in media center;	1 per 10 teaching stations plus 1 in media center;	1 per 5 teaching stations plus 2 in media center;
	Stereo equipment in music department		
Audio tape recorders (reel-to-reel)	1 per 7 teaching stations plus 1 in media center	1 per 2 teaching stations plus 2 in media center	1 per teaching station plus 2 in media center
	When new equipment is purchased, stereo should be considered		
Audio recorders* or playback units (cassette)	1 per 5 teaching stations	1 per teaching station	
Listening stations*	Portable listening station with 6–10 sets of earphones at a ratio of 1 per 15 teaching stations (plus 1 in media center suitable for use with record player, tape recorder, or motion picture projector)	Same as Phase I at a ratio of 1 per 10 teaching stations plus 1 in media center; 1 set earphones per each piece of audio equipment for individual use	As required by instructional program
Projection screens	One permanently mounted screen per teaching station, plus portable screens as needed; no screen smaller than 70 x 70 with keystone eliminator		
Radio receivers, AM–FM	1 in central distribution center, 1 per foreign language area plus 1 in media center	1 in central distribution center plus 3 per media center	
Micro-readers, Some with Microfiche Attachment only if materials are available	1 per media center	Equivalent of 1 per 10 teaching stations to be located in the media center	Equivalent of 1 per 5 teaching stations to be located in media center
Micro-reader Printer	1 per media center, only if materials are available		

* Equipment employed in Audio-tutorial System. As the use of the system increases, the amount of this equipment will increase significantly.

Audiovisual Equipment—Cont.

	Phase I	*Phase II*	*Phase III*
Projection Carts	1 per portable piece of equipment, purchased at the same time equipment is obtained; all carts should be complete with 20′ electrical assembly and should be of following size: 42″ for use with motion picture, filmstrip, and slide projectors 34″ for use with opaque, filmstrip, and slide projectors 26″ for use with overhead projectors, record players, and tape recorders 16″ for use with overhead projectors (teacher seated) 24″ for use with small overheads 42″–54″ for use with television receivers		
Video tape recorders	Available in district	1 per building	1 per 5 teaching stations with a minimum of 2 per building
Wireless microphone	1 per video tape recorder	1 per building necessary when producing video tape with multiple cameras	

Equipment Needed for Local Production

Drymount press	Large typewriter	Polaroid	Headliner
tacking iron	Tape-film splicer	35mm viewer	Copy camera
Large paper cutter	Film rewind	Light board	Offset press
Spirit duplicator	Mechanical lettering	Diazo copier	Audio duplicator*
Thermal copier	device	Photocopier	Reel-to-Reel
35mm camera	Manual lettering device	Slide reproducer	Cassette
Copy lens	Work table	Slide file	
Strope flash	Drawing board	Mimeograph	
Copy stand and light	Transparency	Stencil cutter	
Simple copy camera	production kit	Bulk tape eraser	
(Ektographic)	2 x 2 slide sorter	Refrigerator for storing	
Instamatic camera with	Tools for repair	chemicals and film	
case	Storage and check-out		
8mm or 16mm camera*	facilities		
Equipped darkroom			

Scheduling and Organization

Phase I: Central Catalog of all media

* Dependent upon size of school district and availability from district or regional media center.

KANSAS

Issuing Agency: State Department of Education

Official Published Sources: *Rules, Regulations, Standards, and Procedures for Accrediting Elementary Schools, Bulletin 301, Effective January 1, 1973; Rules, Regulations, Standards, and Procedures for Accrediting Junior High Schools, Bulletin 101, Effective January 1, 1973; Rules, Regulations, Standards, and Procedures for Accrediting High Schools, Bulletin 201, Effective January 1, 1974**

Program

The library-media center program shall be an integral part of the total program of the school. It shall provide:

- A long-range plan formulated by administrators, teachers, library-media specialists, and students
- Expansion of classroom experiences
- Provision for reading, listening, and viewing

* *Guidelines for School Media Programs* published by the Kansas Association of School Librarians and *Kansas Guidelines for the Supervision of School Library Programs* published by the Kansas School Library Media Directors and the Department of Librarianship, Kansas State Teachers College are used by administrators and media personnel to assist in program development.

Kansas has revised standards which became effective in 1976.

- Continuous evaluation of objectives, services, and media.

Resources

Schools enrolling 150 or more shall have a library/media center with a well-balanced collection of books, basic reference materials, periodicals, and nonprint media (audiovisual materials) appropriate to the objectives of the school and needs of the students and teachers, and a written selection policy.

Books: Elementary schools—(Effective until September 1, 1976)

Number of pupils	*Books per pupil*
1–75	15 books per pupil
Number of pupils	*Books per pupil*
76–200	1,125 books plus 6 for each additional pupil beyond 75
200–300 (201–500)	1,875 books plus 4 per pupil beyond 200
300 up	2,275 books plus 4 per pupil beyond 300

Adequacy of Collection (Effective September 1, 1976)

a. Schools with an enrollment fewer than 500 pupils shall meet the following requirements:

Enrollment	*Books per pupil*
1–75	20 books per pupil
76–200	1,500 books plus 10 per pupil beyond 75
201–500	2,750 books plus 10 per pupil beyond 200

b. For schools with enrollments over 500 students, the minimum collections shall be 10 books per student.

c. The collection shall also contain a sufficient number of nonprint materials for use in the classroom, in the school library-media center, and for home use to meet the objectives of the library-media program as school library-media center, and for home use to meet the objectives of the library-media program as given above. If a school maintains an innovative program such as team teaching, modular scheduling, dial access, television, or individualized instruction, more materials will be required.

d. Selection of all materials for the collection shall be made cooperatively by the library-media specialists, teachers, students, parents, and administrators.

Secondary Schools:

Enrollment	*Book Collection*
Under 100	1,200 volumes minimum
100–199	1,200 volumes for first 120 pupils; 10 for each additional pupil until enrollment reaches 500
200–499	1,200 volumes for first 120 pupils; 10 for each additional pupil until enrollment reaches 500
500 and over	5,000 volumes for first 500 pupils, plus 5 additional books per pupil for next 500 and 3 additional books per pupil over 1,000 pupils enrolled.

KENTUCKY

Issuing Agency: State Department of Education
Official Published Source: *Guidelines for School Media Programs in Kentucky*

Program

The media center serves students by:

Providing instruction in the use of the media center and its resources

Assisting in production of media

Assisting in development of skills in listening, viewing, and reading

Providing guidance in the development of desirable reading, viewing, and listening patterns, attitudes, and appreciations

Helping in development of good study habits, independence in learning, and critical evaluation

The media center serves teachers by:

Cataloging all media permanently within the building

135

Providing instruction in use of the media center and its resources
Providing pertinent information regarding student's progress problems, and achievements
Serving as resource personnel in curriculum planning and implementation
Developing and maintaining a professional media collection
Providing sources of media evaluation
Supporting the total school curriculum
Participating in the planning of all areas for effective learning
Developing continuous orientation and inservice in advancing instructional technology

Cooperating with other media centers and supportive agencies in the area
Avoiding unnecessary duplication of media
Providing a centralized area for production of media
Maintaining statistical records
Maintaining inventory and maintenance records of media

The media center serves the community by:
Cooperating with other media centers and supportive agencies in the area
Avoiding needless duplication of expensive materials within the community which have limited use
Providing media facilities on a twelve months basis for approved programs

Resources

Books:	Enrollment up to 100—not less than 1,000 titles Enrollment 100 or more—At least 3,000–5,000 titles representing 5,000 books or 10 books per pupil, whichever is greater During any one school year, no more than 5 copies of any single title shall be purchased from media center appropriation.
Magazines:	Elementary schools—K–6—20 titles up —K–8—30 titles up Junior high or middle school—50 titles up Secondary schools—75 titles up All schools—In addition to above, magazine indices and duplication of titles as needed.
Newspapers:	1–6 titles
Information or Vertical File:	Current collection of pamphlets or other nonbook printed media covering a wide range of subjects to meet individual school needs.
Film Loops (Silent or Sound), Slides (2 x 2 and 3 3/4 x 4), and Microform:	To be purchased as available and needed in curriculum
Filmstrips:	1/2 per pupil or minimum of 300, whichever is greater
Recordings (Tapes and disc):	1/2 per pupil or minimum of 300, whichever is greater
Art Prints:	100 per media center
Study Prints:	35 sets per media center
Other graphics:	Pictures, posters, photographs, charts, diagrams, graphs, and other types of duplicates as needed.
Transparencies:	150 per media center plus a selection of subject matter masters or originals
Globes:	Elementary schools—1 per teaching station Secondary schools—1 per 5 teaching stations All schools—Special globes as needed in addition to the above.
Maps:	1 map for each region studied and special maps. Duplicate maps available as needed. Wall maps for teaching as needed.
16mm films:	Individual schools should provide for rental of 16mm films. Purchase may be considered if film is used more than 5 different times during each school year.
Other Materials:	Kits, programmed materials, realia, art objects, remote access programs as available and as needed in curriculum

Facilities and Furniture

Plans for new facilities shall meet specifications as outlined in the policies and regulations of the Division of Buildings and Grounds in the Department of Education.

Audiovisual Equipment

16mm Sound Projectors:	1 per 15 teaching stations
8mm Projectors:	1 per 15 teaching stations
2x2 Automatic Slide Projectors:	2 per school
Combination Filmstrip-slide Projectors:	1 per 5 teaching stations
Sound filmstrip Projectors with built-in Record Player or Cassette or Tape Player:	1 per school
Filmstrip Viewers:	1 per 5 teaching stations
2x2 Slide Viewers:	1 per school in media center
10x10 or larger Overhead Projectors:	1 per 4 teaching stations
Opaque Projectors:	1 per floor in each building
Record Players with 1 set earphones for each player:	1 per teaching station, grades K–3 1 per 3 teaching stations, grades 4–6 1 per 5 teaching stations, grades 7–12
Audio tape Recorders:	1 per 10 teaching stations
Projection Screens:	1 per piece of projection equipment
Listening Stations (portable with 6–10 sets of earphones)	2 per building
Portable Public Address System	1 per school
Local Production:	
Drymount press with tacking iron:	1 per school
Duplicating machine:	1 per building
Primary typewriter:	1 per school
Tape Splicer and Film Splicer:	1 per school
Transparency Maker:	1 per building
Additional Items for Consideration:	3 1/4 x 4 Slide Projector Large Paper Cutter Sound Filmstrip Projectors with built-in screen Super 8mm motion picture camera Rapid process camera (Polaroid type) Equipment for darkroom Copy Camera and Stand Film Rewind Slide Reproducer Language Masters Lettering Kits Closed Circuit Television Distribution System Portable 1/2 inch video tape recorder system (including camera) Radio Receiver (AM-FM) Microreader-printer Microreaders (with microfiche attachment if materials available)

LOUISIANA

Issuing Agency: State Department of Public Instruction

Official Published Source: *Standards for Louisiana School Libraries*

Program

Select, organize, administer, and maintain adequate collection of books and other materials for the use of students and teachers.

Maintain a collection of professional books, periodicals, pamphlets, and courses of study for the use of the teachers and administrative staff.

Encourage the use of library materials according to the interests, needs, and abilities of the pupils.

Develop an appreciation of good literature and stimulate reading through story hours, displays, exhibits, and book talks.

Compile bibliographies, guide the program of informational and recreational reading and serve the reference needs of the school.

Implement the curriculum by helping the teachers become aware of all library materials.

Function in the program of teaching the use of the library to classes, groups, or individuals.

Orient new pupils and faculty to the library.

Train and direct pupil assistants and clerical workers.

Conduct the library as a reading center.

Participate in curriculum development by serving on committees when courses of study and bibliographies are developed or revised.

Provide guidance through library materials for the educational, personal, social, and vocational needs of all pupils.

Cooperate with community libraries to encourage the continuing education and cultural growth of children and young people.

Resources

Books:	Minimum collection of 1,500 usable and acceptable titles or 10 books per pupil, whichever is greater.
Magazines and Newspapers:	K–6: 15 magazine subscriptions K–8: 25 magazine subscriptions Junior High School: 25 magazine subscriptions Senior High School: 30 magazine subscriptions All schools regardless of enrollment and/or grade combinations shall subscribe to a minimum of 15 different quality magazine titles 100 or fewer pupils—1 daily State newspaper —1 local newspaper 101 pupils up—Increase minimum requirements according to need.
Other Instructional Materials:	Collection of films, filmstrips, maps, charts, globes, recordings, slides, and other materials for use in support of curriculum.
Professional Library:	Professional collection available in school and/or in school board office, including periodicals, curriculum bulletins, yearbooks, government publications, books, and other printed and processed materials.

Facilities and Furniture

Reading area:	Large enough to seat a classroom group plus individual users.
Combination Workroom Storage area:	Ample space to meet current and anticipated needs.
Listening and Viewing Facilities:	Separate area, conference rooms or cubicles fitted for purpose, or mobile carts.
Shelving:	To meet current and anticipated needs.

Audiovisual Equipment

Necessary standard equipment to meet the daily needs for functional school library operation.

MAINE

Issuing Agency: State Department of Education *

Official Published Source: *School Library Media Standards, 1970*

Program

Provides a broad spectrum of learning opportunities for large and small groups of students, as well as for individual students.

Facilitating and improving the learning process, in its new directions—with emphasis on the learner, on ideas and concepts, and inquiry.

* The name of the Maine State Education Agency has been changed to the Department of Educational and Cultural Services.

Provide for curriculum extension and support and recreational use.

Study skills continuum providing for sequential, cumulative growth in materials use and study habits.

Include instruction in use of media and provide opportunities for investigation, assimilation, evaluation, and application through planned and guided use of media.

Function as a service group, making known the resources available, ascertaining needs, meeting needs, and facilitating use of center resources.

Resources

Books:

In schools enrolling 250 students or over the initial library collection should consist of 10 volumes per pupil or 6,000 volumes, whichever is greater. This collection should be acquired within three years after the opening of a new library.

By systematic annual purchase the initial collection should be expanded to 20 volumes per pupil.

Elementary:

1 dictionary of each of following types: picture, primary, intermediate, unabridged

Atlas and almanac titles and Encyclopedias

Newspapers and magazines—10% of budget

Pamphlets, documentary subject coverage in quantity commensurate with curriculum and teacher-student need

Filmstrips, slides, transparencies, disc and tape recordings, picture sets, art prints, study prints, maps, globes, charts

Secondary:

1 dictionary of each of the following types: junior, high school, and unabridged

Almanac and Atlas titles

Encyclopedia sets

Newspapers, magazines, and periodicals on microfilm—15% of budget

Pamphlets and documentary subject coverage commensurate with curriculum and teachers-student need

Filmstrips, slides, transparencies, disc and tape recordings, picture sets, art prints, study prints, maps, globes, charts

Acquisition of 8mm and 16mm films dependent on size of school and extent and frequency of use of individual film titles, availability of a media center and collection of film resources for loan or rental, and the funds available for film purchases.

Facilities and Furniture

Location:

Located away from noise areas and in a place easily accessible to students and teachers. Location should enhance use of center before and after school hours, evenings, weekends.

Areas:

Includes main reading area, workroom and storage, conference room, library classroom adjoining the library, office, professional library, listening and/or viewing area, graphics workroom and storage.

Quality school library media centers includes area computed at a minimum of 5.5 square feet *per pupil* rated capacity divided among the components (indicated by paragraph above) in functional proportion commensurate with need. Most recent engineering, building inspection and aesthetic standards should be satisfied or exceeded for lighting, electrical service, acoustics, ventilation, temperature control, safety precautions, decoration and ease of supervision. Floors should be covered with sound-deadening materials; ceilings should be acoustical.

Furniture:

1. Elementary:
   a. Adjustable reference shelving (figured at 18 books per shelf), standard shelving (figured at 30 books per shelf), and picture book shelving (with dividers and figured at 60 books per shelf) with a bookend per shelf. Total shelving space available to hold 20 books per student enrolled plus five-year growth allowance.
   b. Magazine combination display and storage shelving adequate for the number of subscriptions.
   c. A two-level library charging desk suitable to both size of room and size of pupils placed to control the main entrance and to facilitate supervision of both reading and stack area.
   d. An expandable card catalog with sufficient drawers to hold the collection records (figured at 1,000 cards per drawer).
   e. Standard file cabinets, three-drawer, legal-size filing cabinets, and jumbo file cabinet.
   f. Non-print collection storage files and cabinets.
   g. One dictionary stand per unabridged dictionary.
   h. One stand or stand shelf per atlas.
   i. Saddle seated, curved back chairs in two heights, 14 inches and 17 inches.
   j. Apronless tables in a variety of shapes allow-

139

ing 30 inches of work space per reader in two heights, 25 inches and 28 inches with some equipped for small group listening and viewing.

k. Picture book tables with deep wells and individual stools.
l. Wet and dry individual study carrels with chairs.
m. Four-wheel swivel book trucks of both flat- and tilt-top types.
n. Storytelling cushions.
o. Step stools.

2. Secondary:

a. Adjustable reference shelving (figured at 18 books per shelf) and standard shelving (figured at 30 books per shelf) with a bookend per shelf. Total shelving space available sufficient to hold 20 books per student enrolled plus five-year growth allowance.
b. Magazine display and storage shelving adequate for the number of subscriptions and the microfilm collection.
c. A library charging desk placed to control main entrance, sized to use and room proportion.
d. An expandable card catalog with sufficient drawers to hold the collection records (figured at 1,000 cards per drawer).
e. Standard file cabinets, four-drawer, legal-size filing cabinets, jumbo file cabinets and blueprint file cabinet where applicable.
f. Non-print collection storage files and cabinets.
g. One dictionary stand per unabridged dictionary.
h. One stand or stand shelf per atlas.
i. Saddle seated, curved back chairs, 18 inches high.
j. Apronless tables in a variety of shapes 30 inches high allowing 30 inches of work space per reader with some equipped for listening and viewing.
k. Index table(s) with chairs.
l. Wet and dry individual study carrels with chairs.
m. Four-wheel swivel book trucks of both flat- and tilt-top types.
n. Step stools.
o. Microfilm reader(s).
p. For grades 7–12 an informal reading lounge area with comfortable lounge chairs and appropriate lighting.

Audiovisual Equipment

Elementary:

Item	*Basic*	*Advanced*
16mm Sound Projector	1 per 8 teaching stations plus 1 per media center	1 per 6 teaching stations plus 2 per media center
8mm Projector: (only if materials exist which require the need):	1 per 6 teaching stations plus 6 per media center	1 per 4 teaching stations plus 10 per media center
2x2 Slid Projector remotely controlled:	1 per 10 teaching stations plus 1 per media center	1 per teaching stations plus 3 per media center
Filmstrip or combination filmstrip-slide Projector:	1 per 6 teaching stations plus 1 per media center	1 per 4 teaching stations plus 2 per media center
Sound Filmstrip Projector:	1 per 10 teaching stations plus 1 per media center	1 per 5 teaching stations plus 2 per media center
10x10 Overhead Projector:	1 per 4 teaching stations plus 1 per media center	1 per teaching station plus 2 per media center
Opaque Projector:	1 per building or 1 per floor in multi-floor building	1 per 24 teaching stations plus 1 per media center
Filmstrip Viewer:	1 per 2 teaching stations plus the equivalent of 1 per 4 teaching stations in media center	2 per teaching station plus the equivalent of 1 per 2 teaching stations in media center
2x2 Slide Viewer:	1 per 6 teaching stations plus 1 per media center	1 per 3 teaching stations plus 1 per media center
TV Receiver (minimum 23 in. screen):	1 per 6 teaching stations plus 1 per media center where programs are available	1 per 25 viewers if programs are available plus 1 per media center

Audiovisual Equipment—Cont.

Item	*Basic*	*Advanced*
Microprojector:	1 per 24 teaching stations	1 per 6 grade levels plus 1 per media center
Record Player:	1 per teaching station K–3; 1 per grade level 4–6 plus 2 with earphones per media center	1 per teaching station K–6 plus 3 with earphones per media center
Audio Tape Recorder:	1 per 4 teaching stations plus 1 with a set of earphones per media center	1 per 2 teaching stations plus 4 per media center with 1 set of earphones for each recorder
Copying Machine:	1 per 30 teaching stations plus 1 per media center	1 per 24 teaching stations plus 1 per media center
Duplicating Machine:	1 per 20 teaching stations plus 1 per media center	1 per 15 teaching stations plus 1 per media center
Micro-reader: (some with microfiche attachment)	1 per media center	equivalent of 1 per 15 teaching stations to be located in the media center
Micro-reader Printer:	1 per media center	2 per media center
Portable Video Tape Recorder System: (including cameras)	1 per 30 teaching stations with a minimum of 2 recorders per building	1 per 15 teaching stations with a minimum of 2 recorders per building
Secondary		
16mm Sound Projector:	1 per 4 teaching stations plus 1 per media center	1 per 2 teaching stations plus 1 per media center
8mm Projector: (only if materials exist which require the need)	1 per 4 teaching stations plus 8 per media center	1 per 2 teaching stations plus 15 media center
2x2 Slide Projector remotely controlled:	1 per 8 teaching stations plus 1 per media center	1 per 4 teaching stations plus 3 per media center
Filmstrip or combination filmstrip-slide projector:	1 per 4 teaching stations plus 1 per media center	1 per 2 teaching stations plus 2 per media center
Sound Filmstrip Projector:	1 per 10 teaching stations plus 1 per media center	1 per 5 teaching stations plus 2 per media center
10x10 Overhead Projector:	1 per teaching station plus 2 per media center	1 per teaching station plus 3 per media center
Opaque Projector:	1 per 30 teaching stations or 1 per floor in multi-floor buildings	1 per 20 teaching stations plus 1 per media center
Filmstrip viewer:	1 per 6 teaching stations in media center	2 per teaching station plus the equivalent of 1 per teaching station in media center
2x2 Slide Viewer:	1 per 10 teaching stations plus 1 per media center	1 per 5 teaching stations plus 1 per media center
TV Receiver: (minimum 23 in. screen)	1 per 6 teaching stations plus 1 per media center where programs are available	1 per 20 viewers if programs are available plus 1 per media center
Microprojector:	1 per 20 teaching stations	1 per department where applicable plus 1 per media center
Record Player:	1 per 15 teaching stations plus 2 with earphones per media center	1 per 10 teaching stations plus 3 with earphones per media center

Audiovisual Equipment—Cont.

Items	*Basic*	*Advanced*
Audio Tape Recorder:	1 per 12 teaching stations plus 2 with earphones per media center	1 per 8 teaching stations plus 6 with earphones per media center
Copying Machine:	1 per 24 teaching stations plus 1 per media center	1 per 20 teaching stations plus 1 per media center
Duplicating Machine:	1 per 20 teaching stations plus 1 per media center	1 per 15 teaching stations plus 1 per media center
Micro-reader: (some with microfiche attachment)	equivalent of 1 per 15 teaching stations to be located in the media center	equivalent of 1 per 10 teaching stations to be located in the media center
Micro-reader Printer:	1 per media center	3 per media center
Portable Video Tape Recorder System: (including cameras)	1 per 20 teaching stations with a minimum of 2 recorders per building	1 per 15 teaching stations with a minimum of 2 recorders per building
Elementary and Secondary:		
Projection Cart:	1 per portable piece of equipment, purchased at the time equipment is obtained, and equipped with power cord	
Projection Screen:	1 permanently mounted screen per classroom plus additional screens of suitable size as needed for individual, small group, and auditorium use. The permanent screens should be no smaller than 70x70 with keystone eliminator.	
Closed-circuit Television:	All new construction should include provision for installation at each teaching station and media center. Where practical older buildings should be wired for closed-circuit television with initiation of such programs.	
Radio Receiver: (AM-FM)	1 per media center plus central distribution system (AM-FM)	2 per media center plus central distribution system (AM–FM)
Light Control:	Adequate light control in every classroom and media center to the extent that all types of projected media can be utilized effectively	

MARYLAND

Issuing Agency: State Department of Education, Division of Library Development and Services.
Official Published Sources: *Criteria for Modern School Media Programs*

Program

One of the identified user needs is for a degree of independence in the selection and use of materials needed to meet his objectives. Designing programs to meet these needs involves instruction, guidance, and organization of materials. Students who are to use material independently need to know how to use the catalog, indexes, and various reference tools, and techniques for searching. Staff and students alike need instruction and guidance in order to understand how effectively nonbook material can meet their information needs. They need to develop techniques for selecting the specific materials best suited for the purpose. They need skills in listening and viewing as well as in speaking, reading, and writing. They must be able to operate projectors and recorders efficiently and comfortably. It is the responsibility of the media staff to provide the instruction and guidance which offer opportunities for students and staff to become independent users of materials as they wish to be or as is consistent with their age or ability.

Resources

Since the initial collection should include both print and nonprint materials, recommended size is based on "items." An item may be a book, either hard cover, or paperback, a film, a filmstrip, tape, record, globe, slide, kit, completed transparency (not a master), or a periodical subscription.

Elementary (K–6):

A multimedia collection of 12,000 items is recommended. In order to provide for duplication and/or broadening of subject coverage, schools with enrollments of more than 600 pupils need to provide a total initial collection of at least 20 items per pupil.

Junior High (7–9):

A multimedia collection of 15,000 items is recommended. In order to provide for duplication of titles and/or a broadening of subject coverage, schools with enrollments of more than 600 pupils need to provide a total initial collection of at least 25 items per pupil.

Senior High (10–12):

A multimedia collection of 18,000 items is recommended. In order to provide for duplication of titles and/or a broadening of subject coverage, schools with enrollments of more than 600 pupils need to provide a total initial collection of at least 30 items per pupil.

Facilities and Furniture

1. The total media services area should be computed at no less than 7–10 square feet per student, based on capacity enrollment.
2. The total media services area accommodate approximately 25 percent of the enrollment capacity of the school.
3. Not more than 100 seats be provided in any one area.

Design Specifications:

All media centers, new or remodeled, should be easy to supervise and include the following:

1. Aesthetic design, decoration, and furnishings.
2. Acoustical floor covering.
3. Acoustical ceilings.
4. Adequate electrical and communications outlets.
5. Adequate light control.
6. Adequate ventilation and temperature controls.
7. Safety precautions in design and furnishings.

Space Recommendations:
(Based on 1,000 enrollment)

Functions	*Needs*	*Area in Square Feet*
1. To provide for display and circulation of materials and equipment	Space for circulation desk, catalogs, indexes, displays, exhibits, and copying equipment	500
2. To provide for individual reading, listening, viewing, browsing, and study	Space for tables and chairs suitable for media services. Thirty percent to 40 percent of seating capacity of area should be individual carrels equipped with power and capability for electronic response systems and television outlets; area should be ducted for power and coaxial distributions. It is suggested that carrels be 36″ wide and 24″ deep and equipped with shelving.	4,500
3. To provide for small group activities such as committee work listening, viewing and individual typing.	Conference rooms 10′ x 10′ with movable walls; area should be acoustically treated with electrical and television outlets and with a wall screen.	600
4. To provide for large group activities and instruction.	The equivalent of a classroom area equipped for instructional purposes	750
5. To provide for administrative activities.	Office space for professional staff members and media planning area.	300
6. To provide for production and processing of materials.	Space for media production, mending, etc., with sink, electrical outlets, counter work space, and storage. Space should include faculty media preparation area. Light-proof dark room should be equipped with light locks and located adjacent to the work space.	600
7. To provide for storage of equipment materials and supplies.	Storage space equipped with temperature and humidity controls.	120
	Space for back issues of periodicals and microfilm, maps, globes, realia, etc.	300

Functions	*Needs*	*Area in Square Feet*
	Stacks for incoming print and nonprint materials.	200
	Space for housing and distribution of audiovisual equipment	300
8. To provide for video and audio tape recordings		
	Total	8,870

Schools which produce their own television and radio programs and have a computerized learning laboratory will also need:

A television studio and control room 40′ x 40′ which is sound proof with ceiling 15′ high and doors 14′ x 12′

Storage space for television properties, visuals, etc.—800 square feet

Office with workspace placed back-to-back with television studio—1200 square feet

Audio studio and control space, 12′ x 12′ near television studio

Computerized learning laboratory—900 square feet

Furnishings:

1. A charging desk of proper size.
2. Tables, chairs, study desks, and wet carrels.
3. Adjustable reference shelving (figured at 18 books per shelf); standard shelving (figured at 30 books per shelf); and picture book shelving with dividers (for elementary schools and figured at 60 books per shelf); the total amount of shelving to hold 10 books per student, based on capacity enrollment.
4. Differentiated shelving and space for files to house materials, sufficient to hold 10 audiovisual items per student, based on capacity enrollment.
5. Magazine display and storage space for back issues.
6. Legal size filing cabinets, jumbo file cabinet, and blue print type file cabinet for transparencies, printed pamphlets, flat pictures, etc.
7. An expandable card catalog with drawers to hold cards for entire collection (figured at 1,000 cards per drawer).
8. Dictionary stand and atlas stand.
9. Large wheel swivel book trucks.
10. A sink with running water.

Audiovisual Equipment

	Type	*Number in Media Center*	*Per Teaching Station*
Projectors:			
	16mm sound	2	1 per 5
	8mm	5	1 per 4
	2 x 2 slide	2	1 per 10
	Filmstrip or combination filmstrip-slide	1	1 per 3
	10 x 10 Overhead	1	1 per each
Viewers:			
	Sound filmstrip cassette	1	1 per 6
	Filmstrip	20	1 per each
	2 x 2 Slide	2	1 per 5
	Microreader		1 per 20
	Opaque Projector		1 per building
	Typewriters for student use	3	

Closed circuit television for each building: complete distribution system capable of feeding off-air telecasts, live signals, and video tape recordings in color or black and white.

For media center, each teaching station, and multipurpose room:

Video tape recorder, playback unit only, portable	1 per 24

Audiovisual Equipment—Cont.

Type	Number in Media Center	Per Teaching Station
Video tape recorder, playback unit only, portable		1 per 24
Master antenna for each building capable of receiving UHF and VHF signals		
TV receiver	1	1 per each plus 1 in multi-purpose room
Radio receiver	AM–FM set for media center plus central distribution system	
Lecternette		1 per building
Record players and tape recorders		
Record player	5	K–6 1 per each 7–12 1 per 5
Audiotape recorder, reel to reel	1	1 per 20
Cassette tape recorder, classroom size	1	K–6 1 per 3 7–12 1 per 10
Cassette tape recorder, portable	6	K–6 3 per each 7–12 1 per each
Listening stations equipped with 6–10 sets earphones	2	K–6 1 per each 7–12 1 per 20
Projection cart	1 for each 16mm projector and overhead projector	
Projection screen, wall mounted	1	1 per each 1 in multipurpose room
Projection screen, portable	1	
Copying machine	1	1 per 20
Duplicating machine	1	1 per 20
Microreader printer	2	
Local Production Equipment for Building		
Dry mount press and tacking iron		
Paper cutters		
Thermo and Diazo transparency production equipment		
Super 8mm camera		
Rapid process camera		
Spirit duplicator		
Primary typewriter		
Light box		
35mm still camera		
Film rewind		
Film splicer (* 8mm and 16mm)		
Tape splicer		
Slide reproducer		
Mechanical lettering devices		

MICHIGAN

Issuing Agency: State Department of Education.
Official Published Source: *Guidelines for Media Programs in Michigan Schools* (Draft)

Program

1. Individual and group instruction in strategies for information retrieval.
2. Assistance in selection of appropriate media, interpretation and use of information, and development of reading, viewing, and listening skills.
3. Individual and group reading guidance.
4. Consulting and planning with teachers in curriculum design and implementation.

Resources

Items	*Basic*	*Better*	*Advanced*
Books:	10 vols. per pupil	12–15 vols. per pupil	6,000–10,000 titles representing 10,000 vols. or 20 vols. per pupil, whichever is greater
Magazines:			
K–6	10–20 titles	20–35 titles	40–50 titles (some adult nonprofessional)
K–8	15–25 titles	30–45 titles	50–75 titles
Junior High	30–60 titles	70–99 titles	100–125 titles
Secondary	50–75 titles	80–100 titles	125–175 titles
All schools	Necessary magazine indexes		Duplication of titles and indexes as needed
Newspaper:			
Elementary	1–3 titles	4–5 titles	5–6 titles
Junior High and Secondary	3–4 titles	5–6 titles	7–10 titles
All schools	One local, one State and one national newspapers represented in collection		
Pamphlets, clippings, miscellaneous:	Appropriate to the curriculum and other interests of pupils		
Filmstrips:	500 titles or 1 print per pupil	700–800 titles or 2 prints per pupil	1,000 titles representing 1,500 prints or 3 prints per pupil, whichever is greater (number of titles to be increased in larger collections)
8mm films:	200	300–400	1 1/2 films per pupil with at least 500 titles supplemented by duplicates
16mm films:	Ready access to a minimum of 3,000 titles, supplemented by duplicates and rentals		
Tape and disc recordings:	500 titles or 2 recordings per pupil	700–800 titles or 4 recordings per pupil	1,000–2,000 titles representing 3,000 recordings or 6 per pupil, whichever is greater (number to be increased for larger collections)
Slides:	800	1,000–1,500	2,000
Art prints:	250	500 with duplicates as needed	1,000 with duplicates as needed

Resources—Cont.

Item	*Basic*	*Better*	*Advanced*
Pictures and study prints:	5 sets per teaching station plus extra sets from outside sources and prints and pictures in vertical file	10 sets per teaching station plus extra sets from outside sources	15 sets per teaching station plus 25 sets from outside sources
Microform:	To be purchased as available on topics in the curriculum. All periodicals subscriptions indexed in *Readers Guide* and newspaper files should be obtained as needed for reference.		
Transparencies:	Sufficient to satisfy needs of curriculums according to number of teachers and classes in each subject area		
Other Materials:	Sufficient to satisfy needs of curriculum according to number of teachers and classes in each subject area:		
	Realia, kits, art objects, community resource files	Programmed instructional materials, video tape recordings, remote access programs	Printed, electronic, and other forms of programmed materials
Posters, charts, photographs, diagrams, graphs, etc.:	As needed for curriculum and for other purposes		
Globes and maps:	As needed in each teaching station supplemented by maps on transparencies and filmstrips plus globes as needed in media center		Elementary: 1 in each teaching station and 1 in media center Secondary: 1 per 5 teaching stations plus 2 in media center All schools: special globes in media center, 1 map for each region studied and special maps as needed
Professional materials:	200–1,000 book titles; 30–50 magazines, with duplicates as needed; Education Index; access to ERIC documents; also all types of educational materials; courses of study curriculum guides, government documents, educational materials from State and community, catalogs of materials, field trip evaluations, indexes of community resources, brochures of museums, etc., professional newsletters and printed announcements, information on programs of continuing education, films, filmstrips, etc.		

Facilities and Furniture

Function	*Basic*	*Better*	*Advanced*
Educational			
Entrance and circulation:	Included as part of reading room below	400–600 sq. ft.	800–1,000 sq. ft.
Reading, browsing, viewing, and listening area:	3,500 sq. ft. (10% of enrollment at 30 sq. ft. per pupil)	4,800 sq. ft. (12% of enrollment at 30 sq. ft. per pupil)	6,000 sq. ft. (15% of enrollment at 40 sq. ft. per pupil)

147

Facilities and Furniture—Cont.

Function	*Basic*	*Better*	*Advanced*
Conference Rooms:	1 room, at least 50 sq. ft.	2 rooms, 150 sq. ft. each	3–6 rooms, 150 sq. ft. each
Group projects and instructional area:	500–600 sq. ft.	700–800 sq. ft.	900–1,000 sq. ft.
Professional library and conference room:	200–400 sq. ft.	300–500 sq. ft.	400–600 sq. ft.
Production and storage			
Workroom:	200 sq. ft.	300 sq. ft.	300–400 sq. ft.
Production lab:	400 sq. ft.	600 sq. ft.	800–1,000 sq. ft.
Darkroom:	System center	150 sq. ft.	150–200 sq. ft.
Materials storage:	400–600 sq. ft.	500–800 sq. ft.	650–1,200 sq. ft.
Equipment and storage:	200–400 sq. ft.	500–800 sq. ft.	650–1,200 sq. ft.
Equipment maintenance and repair:	Included in audiovisual storage	120 sq. ft.	120–200 sq. ft.
Administration			
Office:	300–400 sq. ft. (2 professionals)	400–600 sq. ft. (3 professionals)	600–800 sq. ft. (4 professionals)
Total space:	5,850–6,650 sq. ft.	8,870–10,070 sq. ft.	11,570–12,900 sq. ft.

Other Criteria for Planning Facilities:

1. Adequate water and electric power in workroom area.
2. Location of media center on main floor, accessible to instructional areas with outside entrance.
3. Proper acoustical materials on walls and ceilings, with carpeting on floor.
4. Provision of suitable furniture and adjustable shelving for all types of media.

Audiovisual Equipment

Item	*Basic*	*Better*	*Advanced*
16mm projector:	1 per 10 teaching stations plus 2 in media center	1 per 5 stations plus 4 in media center	1 per 2 stations plus 6 in media center
8mm projector:	1 per 10 teaching stations plus 2 in media center	1 per 5 stations plus 4 in media center	1 per station plus 25 in media center
2x2 automatic slide projectors:	1 per 10 teaching stations plus 2 in media Center	1 per 5 stations plus 4 in media center	1 per 2 stations plus 6 in media center
Filmstrip projector: (silent)	Elementary: 1 per 10 teaching stations plus 1 in media center	1 per 5 stations plus 2 in media center	1 per station plus 4 in media center
	Secondary: 1 per 10 stations plus 1 in center	1 per 5 stations plus 2 in media center	
Filmstrip projector: (sound)	1 per 10 teaching stations plus 1 in media center	1 per 8 stations plus 2 in media center	1 per 5 teaching stations plus 3 in media center
Opaque Projector:	1 per 25 stations plus 1 in media center	1 per 20 stations plus 2 in media center	1 per 15 stations plus 2 in media center

Audiovisual Equipment—Cont.

Item	*Basic*	*Better*	*Advanced*
Filmstrip Viewer:	1 per station plus 1 per 3 stations in media center	2 per station plus 1 per 2 stations in media center	3 per station plus 1 per station in media center
2 x 2 Slide Viewer:	1 per 5 stations in media center	1 per 3 stations plus 1 in media center	1 per station plus 1 in media center
TV Receiver: (23 inch screen)	1 per station plus 1 in center	1 per station plus 1 in media center	1 per 24 viewers plus 1 in media center
Audio Tape Recorder: (Earphones for each machine)	1 per 10 stations plus 2 in media center	Elementary: 1 per 7 stations plus 4 in media center Secondary: 1 per 7 stations plus 5 in media center	1 per station plus 5 in media center
Projection Cart:	1 per portable piece of equipment purchased at time equipment is obtained		
Projection Screen:	1 permanently mounted screen per station plus additional smaller screens as needed. Permanent screen no smaller than 70 x 70 with keystone eliminator.		
Radio Receiver: (AM–FM)	1 per building with central distribution system plus 1 battery type for emergency use		
			Elementary: 1 per 10 stations plus 1 all band Secondary: 1 per 20 pupils plus 1 in media center
Microprojector:	1 per 20 teaching stations	Elementary: 1 per 10 teaching stations Secondary: 1 per 20 teaching stations plus 1 in center	1 per 2 grade levels plus 1 in media center 1 per department where applicable plus 1 in center
Record Player:	Elementary: 1 per teaching station plus 3 in media center	1 per station plus 4 in media center	1 per station plus 5 in media center
	Secondary: 1 per 15 stations plus 3 in media center	1 per 10 stations plus 1 in media center	1 per 5 stations plus 5 in media center
Elementary:	Earphones available for each player		
Secondary:	Earphones available		
Portable Video Tape Receiver System: (including camera)	1 per 15 stations plus minimum of 2 per building	1 per 10 stations	1 per 5 stations
	Secondary: 2 in media center	3 in media center	4 in media center
Secondary Schools Only			
Copying Machine: (capable of making transparencies)	1 per 30 stations	1 per 25 stations	1 per 20 stations
Duplicating machine:	1 per 30 stations	1 per 25 stations Plus 1 per media center or building	1 per 20 stations

149

Audiovisual Equipment—Cont.

Items	*Basic*	*Better*	*Advanced*
Micro reader: (located in media center)	1 per 10 stations	1 per 5 stations	1 per 20 stations
Microreader-printer:	1 per media center	2 per media center	3 per media center
Building Production Equipment:	Drymount press and tacking iron; paper cutter; transparencies making equipment; rapid process camera; spirit duplicator; primary typewriter; copy camera and stand; light box; 35mm slide camera; film rewind; film splicers; tape splicer; mechanical lettering device; 8mm camera; 16mm camera; darkroom equipment; slide reproducer; second method of making transparencies.		
Items for Special Consideration:	Large group instruction: overhead projectors (10x10), large screen, with keystone eliminator; 16mm sound projector (long lens)		
	Television: complete distribution system of at least 6 channels for receiving 2,500 MGZ, UHF, and VHF; signals can be distributed to each room from the central TV reception area and/or a central studio; signals can be fed into that system from any classroom; signals are available simultaneously; 3 1/2 x 4 projectors, 1 per building plus 1 auditorium type for each large group instruction area.		
	Tele-lecture equipment available if needed.		

MINNESOTA

Issuing Agency: State Department of Education.

Official Published Source: *Administrative Manual for Minnesota Public Schools, Regulations, Directives, Procedures Relating to the Operation of The Public Schools of Minnesota*

Program

An integrated program of library instruction is to be the responsibility of the librarian, with planning and instruction to be shared by the classroom teacher and the librarian.

Resources

Books:

The number of carefully selected, up-to-date and appropriate books to be provided in the basic library collection of various types of schools, is as follows:

Secondary school—6,000–8,000 titles
Junior secondary—5,000–7,000 titles
Elementary (K–6 or 1–6)—4,000–6,000 titles
Junior-senior secondary—7,000–9,000 titles
Graded elementary and six year secondary—8,000–10,000 titles
Ungraded elementary—2,000 titles

These figures will need to be increased in elementary schools with more than one section to a grade and in secondary schools with three or more sections, to provide for duplicate copies of many of the titles, e.g., for elementary schools having:

Under 200 pupils—4,000–6,000 books
200–400 pupils—5,000–7,000 books
400–600 pupils—6,000–7,000 books
600–800 pupils—8,000–10,000 books
800–1,000 pupils—10,000–12,000 books

In the new library, the number of books to be on the shelves, classified, cataloged, and ready for circulation when the school opens is to be not less than 1/3 of the basic collection. The remaining titles are to be added within a three-year period.

All libraries are to have recommended sets of encyclopedias on appropriate grade levels.

Magazines and Newspapers:

Senior secondary school—75
Junior secondary school—50
Graded elementary school—15
Junior-senior secondary school—75
Graded elementary and six-year secondary school—75
Ungraded elementary school—10
Secondary schools—*Readers' Guide to Periodical Literature*
3 newspapers reporting news on local, national, and regional level
All schools—3–5 titles on selection of printed and audiovisual materials

Audiovisual Materials:

Variety of carefully selected and appropriate

audiovisual materials, including films, filmstrips, slides, recordings (speech and music), and tapes.

Other Printed Materials:

Clippings, pamphlets, pictures, vocational brochures, charts, maps, professional materials.

Facilities and Furniture

Library Quarters:

Well equipped central library room, of a size appropriate to enrollment in all graded school buildings. New school buildings should have the auxiliary space and facilities needed for work storage, viewing, listening, and conference purposes. Very small ungraded elementary schools should have library alcove or corner.

Space:

Graded elementary and secondary schools enrolling up to 500—library large enough to seat 1 class group plus 10–20 pupils, on basis of 30 square feet per pupil.

Secondary schools with enrollments of 500–1,000 pupils—library to seat 10 percent of enrollment, provided that this accommodates at least 2 class groups but not more than 100 pupils in one reading room, space to be allowed on the basis of 30 square feet per pupil.

Elementary schools with enrollment over 500—library to accommodate at least 2 class groups, 1 at primary level and 1 at intermediate level.

Auxiliary Rooms Shelving, etc.:

See Planning School Library Quarters and *Guide for Public School Buildings and Sites in Minnesota.*

MISSISSIPPI

Issuing Agency: State Department of Education

Official Published Source: *Standards for Accreditation of Elementary and Secondary Schools, 4th ed., Bulletin 171*

Program

Elementary:

Teachers should be encouraged to exchange books with other rooms and/or grades.

Secondary:

Instruction in the use of books and libraries shall be given in high schools. This instruction should be integrated with the school curriculum. The amount of material taught, by whom, and at what grade level should be determined by the individual school.

Resources

Elementary schools:

Minimum Requirements

1. Minimum of one set of approved encyclopedias (Britannica, Jr., World Book, or Compton's Pictured Encyclopedia, Encyclopedia International, New Book of Knowledge) for each three classrooms above grade three. Access to approved encyclopedias of recent copyright date from at least two publishing companies recommended Copyright dates within the last 10 years. Purchasing should be staggered in order to provide at least one title not over 5 years old.
2. Basic collection of books other than textbooks of recent copyright date, averaging five books per pupil.
3. Collection varied enough to permit selectivity in reading in accordance with the differing abilities, needs, and interests of individual students.
4. Collection balanced in subject areas to accommodate the total instructional program (reading, social studies, health, mathematics, science, etc.)
5. Audiovisual
   (a) Maps and globes available in sufficient quantity to implement adequately the social studies curriculum of the school:
      (1) Grades 1–3 Beginner's globe; simplified U.S. map, Mississippi map, and simplified World map
      (2) Grades 4–6 Physical political globe, 16 inch physical-political maps of the U.S., North and South America, Africa, and the world, Mississippi map and geographical terms map or chart
   (b) Filmstrip library
   (c) Access to 16mm film and appropriate recordings
   (d) Picture, clipping, and pamphlet collection appropriate to curriculum
   (e) Reprints of master paintings appropriate to grades

Class A: The school shall provide 6 books other than textbooks for each pupil enrolled in each grade.
Class AA: The school shall provide 8 books other than textbooks for each pupil enrolled.

151

Secondary Schools:

Minimum requirements:

1. Minimum of 500 usable and acceptable library books or average of four books per student, whichever is greater. Books selected to meet curriculum and recreational needs and adapted to reading ability and individual needs of students, exclusive of government documents, multiple textbooks, pamphlets, and volumes which are worn out and out of date. The collection should be well-balanced and systematically selected for wide coverage of subjects, types of materials, and variety of content; should not contain more than one-third of its titles in fiction.
2. One or more approved encyclopedias:
   Grades 7–12
   - Americana
   - Compton's
   - Encyclopedia International
   - Merit Students Encyclopedia
   - World Wook

   Grades 9–12
   - Britannica
   - Collier's
   - Supplementary
   - American People
   - Grolier Universal

   Unabridged dictionary and an atlas, copyrighted within last ten years, copyright dates staggered to provide at least one title not over five years old.
3. Actual choices of books and materials are the responsibility of the local school with the librarian in charge of acquisitions, working with teachers, other professional staff, and students in the selection of specific materials: (Recognized bibliographies such as the *Senior High Catalog, Junior High School Catalog,* the *Children's Catalog,* and others selected should be used in selecting books.)
4. Daily subscriptions to newspapers with State and national coverage.

Class A:

5. Minimum collection of 1,000 acceptable library books or average of five books per student, whichever is greater.

Class AA:

6. Minimum collection of 1,500 acceptable library books or average of six books per student, whichever is greater.

Facilities and Furniture

Elementary:

Access to a central library or a room library.

Secondary:

1. Separate library or combination library-study hall equipped with tables, chairs, bookshelves, magazines rack, circulation desk, and other equipment commensurate with the size of the school.
2. Schools up to 200 shall provide library space to seat 30 percent of enrollment, depending on school organization.
   Schools enrolling over 200 students shall provide seating space for 60 students plus additional space as necessary to meet the reasonable needs of the school's program. In no case should seating capacity be less than 10 percent of the school's enrollment when the enrollment is 1,000 or fewer.
3. Library facilities should include also:
   a. Conference rooms for students and teachers adjacent to the library.
   b. Workroom equipped with running water.
   c. Floor covering or chair glides.
   d. Standard equipment as listed in Bulletin 134A.

Audiovisual Equipment

Elementary:

One record player and 1 filmstrip projector per each 4 teachers plus adequate number of 16mm projectors; overhead projectors; radios; televisions; video tape recorders; other appropriate audiovisual equipment.

MISSOURI

Issuing Agency: State Department of Education

Official Published Source: *Handbook for Classification and Accreditation of the Total Public School Program and School Media Standards for the School Library and/or the Instructional Media Center*

Resources

Class A: Books (Minimum standards which shall serve as a progress base)

Enrollment	*Volumes Required*	
	1,000 titles minimum	
100–299	1,000 volumes for 100 pupils plus 8 volumes per pupil over 100	
300–499	2,600 volumes for 300 pupils plus 6 volumes per pupil over 300	
500–999	3,800 volumes for 500 pupils plus 4 volumes per pupil over 500	
Over 1,000	5,800 volumes for 1,000 pupils plus 2 volumes per pupil over 1,000	
Periodicals:		
	Fewer than 100 pupils	*Over 100*
Elementary (K–6)	minimum of	10 titles
Elementary (K–8)	10	15
Junior High Schools	15	20
Senior High Schools	20	25
Combined High Schools	25	30
Newspapers:		
Elementary (K–6)	1 title	
Junior High Schools	2 titles	
Senior High Schools	2 titles	
Combined High Schools	3 titles	
Pamphlets: Same as Class AA		
Professional:		
Books	100 titles	
Periodicals	10 titles	
Other professional materials as needed		
Filmstrips:	Minimum of 100 titles plus sufficient duplicate prints to provide ready access to all titles	
Recordings (Tapes and Discs):	Minimum of 100 titles plus sufficient duplicate prints to provide ready access to all titles. Does not include language laboratory tapes or discs.	
Photographic slides	In sufficient quantity to meet curriculum needs.	
Graphic materials		
Study prints, art prints, other graphics		
Realia		
Other materials, e.g.,		
Programmed instructional materials, video tape recordings		
Transparencies and materials for local production of transparencies		

Class AA:

Enrollment	*Volumes Required*
Books:	Minimum of 2,000 titles
200–499	2,500 volumes plus 8 volumes per pupil over 200
500–999	4,900 volumes for 500 pupils plus volumes per pupil over 500
1,000–1,999	7,900 volumes for 1,000 pupils plus 4 volumes per pupil over 1,000
Over 2,000	11,900 volumes for 2,000 pupils plus 2 volumes per pupil over 2,000

Periodicals:		
	Less than 100 pupils	*Over 100*
Elementary (K–6)	Minimum of 10 titles for schools of all sizes	
Elementary (K–8)	10	15
Junior High Schools	15	20
Senior High Schools	20	25
Combined High Schools	25	30
Newspapers:		
Elementary	1 title	
Junior High	2 titles	
Senior High	2 titles	
Combined	3 titles	
Pamphlets:	Same as Class AA	
Slides, Study Prints, Art Prints, and Other Graphics:	In sufficient quantity to meet curriculum needs	
Globes:	At least 2 different types. Sufficient number for loan for classroom use or home use	
Maps:	Sufficient to meet curriculum needs, including maps available on overhead transparencies and filmstrips.	
Microfilm:	In sufficient quantity to meet specific curriculum needs. Microfilm copies of periodicals indexed in *Readers' Guide* recommended for first purchase.	
Filmstrips:	A minimum of 200 titles plus sufficient duplicate profits to provide ready access to all titles.	
Recordings (Tapes and Discs):	A minimum of 200 titles plus sufficient duplicate prints to provide ready access to all titles, not including language laboratory tapes or discs.	
Photographic Slides:	In sufficient quantity to meet specific curriculum needs.	
Graphic materials:	In sufficient quantity to meet curriculum needs.	
Study Prints		
Art Prints	In sufficient quantity to meet curriculum needs.	
Other Graphics	Pictures, posters, charts, graphs, etc., in sufficient quantity to meet curriculum needs.	
Transparencies and Transparency Masters:	In sufficient quantity to meet specific curriculum needs. A variety of materials in adequate quantities should be stocked for the local production of transparencies in addition to the acquisition of suitable commercially prepared transparencies.	
Realia:	Models, museum materials, dioramas, etc., in sufficient quantity to meet specific curriculum needs.	
Other Materials:	In sufficient quantity to meet specific curriculum needs. Programmed instructional materials, video tape recordings, etc.	
Professional Materials:		
Books:	200 titles	
Periodicals:	20 titles	
Other professional materials as needed:		

Class AAA:

Enrollment	*Volumes Required*
Books:	
Minimum of 3,000 titles for all schools	
300–499	4,500 volumes for 300 pupils plus 10 volumes per pupil over 300
500–999	6,500 volumes for 500 pupils plus 8 volumes per pupil over 500
1,000–1,999	10,500 volumes for 1,000 pupils plus 6 volumes per pupil over 1,000
Over 2,000	16,500 volumes per first 2,000 pupils plus 4 volumes for each pupil over 2,000
Periodicals:	

	Up to 300 pupils	*Over 300 pupils*
Elementary (K–6)	25	30
Elementary (K–8)	30	40
Junior High Schools	50	60
Senior High Schools	60	70
Combined High Schools	70	80

Newspapers:	
Elementary	3 titles
Junior High Schools	6 titles
Senior High Schools	6 titles
Pamphlets:	Materials appropriate to curriculum and for other interests of pupils
Filmstrips:	Minimum of 300 titles plus sufficient duplicate prints to provide ready access to all titles
Recordings (Tapes and Discs):	Minimum of 300 titles plus sufficient duplicate prints to provide ready access to all titles, not including language laboratory tapes or discs.
Photographic Slides:	In sufficient quantity to meet specific curriculum needs.
Graphic Materials:	
Study Prints	In sufficient quantity to meet curriculum needs.
Art Prints	In sufficient quantity to meet curriculum needs.
Other Graphics	Pictures, posters, charts, graphs, etc., in sufficient quantity to meet curriculum needs.
Globes:	At least 2 different types of globes in the library. A sufficient number of additional globes should be provided for loan for classroom use or home use.
Maps:	Sufficient to meet curriculum needs, including maps available on overhead transparencies and filmstrips.
Microfilm:	In sufficient quantity to meet specific curriculum needs. Microfilm copies of those periodicals indexed in *Readers' Guide* are recommended for first purchases.
Transparencies and Transparency Masters:	In sufficient quantity to meet specific curriculum needs. A variety of materials in adequate quantities should be stocked for the local production of

	transparencies in addition to the acquisition of suitable commercially prepared transparencies.
Realia:	Models, museum materials, dioramas, etc., in sufficient quantity to meet specific curriculum needs.
Other Materials:	In sufficient quantity to meet specific curriculum needs. Programmed instructional materials, video tape recordings, etc.
Professional Materials:	
Books	300 titles
Periodicals	30 titles
Other professional materials as needed	

Facilities and Furniture

Class AAA:	
Elementary:	A sufficient number of school media centers (libraries) established in the elementary school system to meet needs of students and teachers. Central library or media center recommended in elementary schools with more than 500 students. Media centers shall meet the standards in the State Department of Education publication, *School Media Standards*. The effectiveness of the media centers should not be restricted by utilization as a regular study hall.
Junior High or Middle Schools and High Schools:	A media center (library) shall be established in each school. The media center shall meet the standards in the State Department of Education publication, *School Media Standards*.

MONTANA

Issuing Agency: State Board of Education

Official Published Source: *Standards for Accreditation of Montana Schools Adopted by the Board of Education, December 10, 1971*

Program

Pupils shall be provided with instruction in the use of media.

Resources

Minimum	*Recommended*
Each school district shall have written policies regarding selection and use of materials and services. The selection and use of specific items of materials, with the advice of staff, are the responsibility of local school boards.	
Elementary: The majority of titles in the library collection shall be selected by the library staff with the assistance of the teaching staff. H.S. Wilson's *Children's Catalog*, American Library Association's *Basic Book Collection for Elementary Grades*, Mary V. Gaver's *Elementary School Library Collection*, the American Library Associ-	

ation's *Books for Children* and *The Booklist* are recommended as guides to a basic collection.	
Except for one-room rural schools, the minimum number of instructional items, exclusive of textbooks and reference books, shall be 500 or at least 10 instructional items per pupil. Schools with an enrollment of more than 500, shall provide at least five additional instructional items per pupil. One-room schools must have a minimum of 100 instructional items.	The minimum number of instructional items, exclusive of textbooks and reference books, shall be 800 or at least 12 instructional items per pupil until a school's enrollment reaches 500. Schools with an enrollment of more than 500 shall provide at least six additional instructional items per pupil.
Where rural schools have regular access to a bookmobile, consideration is given to this source in meeting the library standards.	
One set of current encyclopedias of appropriate maturity level each classroom above the fourth grade.	
One set of current encyclopedias.	
One dictionary for classroom use for every two pupils in grades 3–8.	
Two children's periodicals of appropriate age level for each classroom.	A daily newspaper shall be provided for the central library.
Junior High and High Schools: The majority of titles in the library collection selected by the library staff with the assistance of teaching staff. H. W. Wilson Company's *Senior High School Library Catalog,* and the *Junior High School Library Catalog,* Mary V. Gaver's *Elementary School Library Collection,* the American Library Association's *The Booklist* and Bowker's *School Library Journal* recommended as guides to a basic collection.	
Balanced distribution of titles in all classifications at least 80 percent of the required minimum of titles shall be nonfiction.	
Minimum number of instructional items, exclusive of government documents and textbooks, required: 200 up 2,400 items including 1,920 titles with 1,536 titles of nonfiction 201–500 4,800 items including 3,840 titles with 3,072 nonfiction 501–1,000 7,200 items, including 5,760 titles with 4,608 nonfiction 1,001–1,800 9,600 items including 7,680 titles with 6,144 nonfiction Over 1,800 1,200, including 9,600 titles with 7,680 nonfiction	6,000 instructional items, or a ratio of 20 per student, whichever is greater.
Adequate number of current encyclopedias and dictionaries	
Where rural schools have regular access to a bookmobile, consideration will be given to this source in meeting the library standard.	

157

Periodicals selected to represent all areas of the curriculum.

Periodicals to fulfill minimum requirements should be selected from those included in *Readers' Guide to Periodical Literature or the Abridged Readers' Guide.*

In addition to one or more daily metropolitan newspapers and one or more local newspapers, the minimum number of periodicals for student use for schools:

200 up	25
201–500	30
501–1,000	40
1,001–1,800	50
Over 1,800	75

Facilities and Furniture

Elementary: Schools with more than 350 enrollment shall maintain a central library with space for 30 pupils.

Junior High and High Schools:

Each school shall have a library where printed and nonprint materials will be accessible to students and teachers.

Sufficient seating space shall be provided for 10 percent of the student body or for 25 pupils, whichever is greater.

Provision magazine storage, work areas, and individual study areas for viewing, reading, listening, and recording.

All schools which have separate grades shall have a central library.

NEBRASKA

Issuing Agency: State Department of Education

Official Published Sources: *AA Classification Guidelines for Public and Non-Public School Systems, effective December 10, 1971,* and *Rules and Regulations for the Accreditation of Public and Non-Public School Systems* *

Program

AA Classification **

1. Information about structural components which impede maximum and efficient utilization of the media service by students and staff is gathered and analyzed.
2. Training programs are established throughout the school year in which staff and students may learn skills and competencies essential for the acquisition of information retrieval.
3. Regularly scheduled planning sessions are scheduled by the media staff and teachers to determine the most effective uses of media for the educational program.
4. The media specialists provide instructional and consultative services throughout the school as needed for teaching information retrieval skills and the use of educational media.
5. Learning resources are to be used by all students in the school system. Consequently, a procedure is apparent which provides current information on whether students are continuously using print and nonprint materials. When individuals have been identified who are not available themselves of the media service, an attempt is made to

* Now being revised.

** AA Classification requirements are for school systems providing a quality of educational opportunity that is far in excess of requirements for accreditation.

identify and remedy what might be considered deficiencies in the system.

6. The media specialist is involved in an integral member of the total instructional team in planning and implementing curriculum in all areas.

Resources

1. Two sets of encyclopedia of different titles and vocabulary levels, each set having a copyright date within the past five years of the school year.
2. Elementary schools, excepting primary units and isolated K–6 elementary attendance units. At least 1,200 library titles exclusive of textbooks and encyclopedias, including 600 titles of nonfiction listed in bibliography lists approved by the State Department of Education. Excepted units shall have 400 library titles per teacher, up to and including three teachers.
3. Elementary schools, excepting primary units and isolated K–6 elementary attendance units: At least 200 new titles of materials (books, filmstrips, films, records, audio and video tape for permanent storage) each school year until a minimum total of 2,400 titles is obtained. In meeting the 200 new title requirements, material available from the Educational Services Unit or from the Bookmobile Unit of which the school system is a member may be considered as meeting 50 percent of this requirement if these materials are completely included in the local system's library media card catalog.
3. High school libraries: Minimum of 1,800 titles, exclusive of textbooks but including at least 1,200 titles of nonfiction listed in bibliographies approved by the State Department of Education. Supplemental textbooks should be withdrawn from library collection and placed in appropriate classrooms or in a separate section of the library labeled "Supplementary Textbooks" apart from the nonfiction collection.

   At least 300 new titles of materials (books, filmstrips, films, records, audio and video tapes intended for permanent storage) shall be acquired each school year for the high school library until a maximum of 5,000 titles are acquired. In meeting the 300 new title requirement, materials available from the Educational Service Unit or from the Bookmobile Unit of which the school system is a member may be considered as meeting 50 percent of this requirement if these materials are completely included in the local system's library media card catalog.
4. At least 50 percent of titles acquired by elementary and secondary schools shall be found in such standard bibliography lists approved by the State Department of Education. Excepted elementary units shall acquire 50 new titles each year per teacher up to and including three teachers, until a minimum of 800 titles is maintained.
5. The total required collection of titles of materials (books, filmstrips, films, records, audio and video tapes) shall approximate the following recommended guides:

		Percentage	
Dewey Numbers	*Subject*	*Elementary*	*Secondary*
000–099	General Works	2.0%	5.0%
100–199	Philosophy	0.5%	
200–299	Religion	1.0%	
100–299	Philosophy-Religion		2.0%
300–399	Social Science	5.0%	10.0%
400–499	Languages	0.5%	1.0%
500–599	Science and Math	8.0%	10.0%
600–699	Useful Arts	5.0%	10.0%
700–799	Fine Arts	3.0%	5.0%
800–899	Literature	5.0%	10.0%
900–999	Geography, History Travel, Biography	25.0%	27.0%
F & 398	Fiction		20.0%
E	Fiction-Fairy Tales	20.0%	
	Easy Books	25.0%	

6. Five magazines suitable for use in the elementary schools shall be subscribed to for each elementary school.

   High School libraries shall subscribe to at least 20 periodicals listed in the Unabridged or the Abridged Reader's Guide to Periodical Litera-

159

ture, including at least one appropriate to each subject area offered in the high school; and such periodicals shall be retained for not less than five years and be organized systematically for reference work in or immediately adjacent to the library for the high school.

7. Each high school and elementary school shall make instructional use of selected media which may include: sound motion pictures, transparencies, filmstrips, records, tapes, radio, television programming, and newspapers and periodicals.
8. Schools who are utilizing instructional radio and/or television shall obtain and have available current broadcast schedules and related curriculum materials for teachers and students.
9. At least 50 percent of the books used in the elementary and high school for regular classroom instruction shall be copyrighted within the previous five-year period of the school year in which such books are used. No copyright or publication date of any basic textbook (except those in which the school system can satisfactorily show there has been no substantial change in content and/or method) shall be more than ten years prior to the school year in which they are to be used.

AA Classification

1. Media resources are provided for the purpose of reading, listening, viewing, and materials production for students and staff.
2. The collection of materials is continuously being reevaluated in relation to changing curriculum content, new instructional methods, and current needs of learners and staff within the school. This evaluative process leads to the replacement of outmoded materials and nonfunctioning equipment within the confines of a well-designed budgetary plan.
3. To insure the relevancy and effectiveness of the media service, learning materials are selected cooperatively by the staff and students.
4. Careful staff planning for purchasing materials on an annual or semiannual basis is encouraged; however, additional material purchases throughout the school year are permitted when justified by evidence that the addition is required to support changing curriculums or instructional strategies.

Facilities and Furniture

1. Each elementary school excepting primary units shall have a central library.
2. Each high school shall have central library quarters appropriately equipped to accommodate the library books and other instructional equipment and materials as required above. The library reading area shall have sufficient reading stations to accommodate 7% of total high school enrollment but not less than the total enrollment of the largest academic subject matter class.
3. When new school library quarters are constructed, either through major remodeling or by new construction, provision shal be made for the following areas: reading room for use by class groups and individuals; area for individual listening, viewing, study and conferences of small groups or individuals; office or office area for staff; work area; storage space; production area. All work and production areas should have hot and cold running water facilities.

AA Classification

Media working areas are provided for the purpose of reading, listening, viewing, and materials production for students and staff.

NEVADA

Issuing Agency: State Department of Education
Official Published Source :*Media Standards for Nevada Schools, 1972*

Resources

Item	*Step 1*	*Step 2*	*Step 3*
Books:			
(Number of volumes)			
Enrollment:			
200 or less	2,500	3.000	4,000
201–500	5,000	7.500	10,000
501–1,000	7,500	8.500 or 15 volumes per pupil, whichever is greater	10,000 or 20 volumes per pupil, whichever is greater

ED 1160

Resources—Cont.

Item	*Step 1*	*Step 2*	*Step 3*
Above 1,000	10 volumes per pupil	15 volumes per pupil	20 volumes per pupil
Periodicals: (Number of titles)			
Elementary	15	20	30
(K–6)	(Should include some adult titles)		
Junior High	30	40	50
Senior High	40	50	75
All schools:	Necessary magazine indexes and duplication of titles and indexes as needed)		
Newspapers: (number of titles)			
Elementary	2	3	4
Junior High	3	5	8
Senior High	5	8	10
All Schools:	1 local, 1 State, and 1 national newspaper represented in collection; duplication of titles as needed.		
Filmstrips	400 representing 500 prints	750 representing 1,000 prints	1,000 representing 1,500 prints
8mm films	100	150	250
16mm films	Not generally recommended at building level but should be quickly and easily accessible, whatever the source.		
Tape and disc recordings	500	1,000	3,000
Slides, graphic materials, globes, maps, microfilm, transparencies, programmed instructional materials, realia, kits, art objects, video tape recordings, remote access programs, resource files, pamphlets, clippings:	Available in sufficient quantities to implement and enrich curriculum; numerical determinations dependent on sophistication of local program		

Facilities and Furniture

Functions	*Number of Square Feet*
Circulation and distribution	800
Display areas	500
Reading and browsing areas	40 per pupil based on 15 percent of enrollment
Individual and listening areas	30–40 percent of seating capacity
Individual study areas	150
Conference rooms	200
Small group viewing and listening areas	800
Office space for professional media staff	400
Work space for professional and support media staff	600
Audiovisual equipment distribution and storage area	600
Center for professional materials for faculty	240
Materials and equipment storage area	600
Stacks (overflow)	300
Magazine Storage Area	Area to accommodate ⅓ of student population
Storytelling area (elementary schools)	

Audiovisual Equipment

Item	*Step 1*	*Step 2*	*Step 3*
16mm sound projector	1 per 4 teaching stations and 2 per media center	1 per 3 teaching stations and 3 per media center	1 per 2 teaching stations and 5 per media center

Audiovisual Equipment—Cont.

Item	*Step 1*	*Step 2*	*Step 3*
8mm super sound projector	1 per 8 teaching stations and 3 per media center	1 per 6 teaching stations and 5 per media center	1 per 4 teaching stations and 10 per media center
2x2 slide projector	1 per 5 teaching stations and 1 per media center	1 per 4 teaching stations and 2 per media center	1 per 2 teaching stations and 4 per media center
Filmstrip-Slide Projector, with sound	1 per 5 teaching stations and 1 per media center	1 per 4 teaching stations and 2 per media center	1 per 2 teaching stations and 4 per media center
10x10 Overhead Projector	1 per 2 teaching stations and 2 per media center	1 per each teaching station and 2 per media center	1 per each teaching station and 2 per media center
Opaque Projector	1 per media center	2 per media center	4 per media center
Filmstrip Viewers	1 per teaching station and 5 per media center	2 per teaching station and 10 per media center	2 per teaching station and 15 per media center
2x2 Slide Viewers	1 per 8 teaching stations and 1 per media center	1 per 3 teaching stations and 1 per media center	1 per 2 teaching stations and 1 per media center
Record Player with earphones	1 per teaching station (elementary). 1 per 20 teaching stations (secondary) and 2 per media center	1 per teaching station (elementary). 1 per 15 teaching stations (secondary) and 5 per media center	1 per teaching station (elementary) and 1 per 10 teaching stations (secondary) and 10 per media center
Cassette Record Player	1 per teaching station (elementary). 1 per 20 teaching stations (secondary) and 2 per media center	1 per teaching station (elementary). 1 per 15 teaching stations (secondary) and 5 per media center	1 per teaching station (elementary) and 1 per 10 teaching stations (secondary). 10 per media center

NEW HAMPSHIRE

Issuing Agency: State Department of Education

Official Published Source: *Minimum Standards and Recommendations for New Hampshire Public Elementary School Approval* and *Minimum Standards and Recommended Practices for New Hampshire Public Schools, Grades 9–12.*

Program

Elementary:

Library services provided for all children. Library services are a basic requirement for individualized and quality education; the library supplements and differentiates the basic and knowledge through various media for differing abilities and interests; these resources update textbooks, provide depth of subject matter for able students, and visual materials and varied reading level resources for the average and below-average readers; its resources are basic to the development of independent and self-directed learners.

Resources

Elementary:

General Provision:

a. Teachers and pupils shall have access to a basic collection of 6000 books; in the case of a small school, the collection need not be housed within the building. Schools over 600 shall have at least 10 books per pupil.

Recommendations:

a. Schools enrolling 600 or more children should have at least 6,000–10,000 titles in their book collection.

b. Magazines and newspapers should be included in school libraries.

Secondary:

The school library must have an adequate collection of library materials.

The current standards of the American Library Association and Publications of the Department of Education will guide the Department in approving the library materials collection.

General Provisions:

a. Adequate library space shall be provided in new buildings or additions.

b. Schools enrolling fewer than 150 children shall provide library space.

c. Schools enrolling 150–300 children shall provide at least 1000 square feet of library space or one regular classroom.
d. In schools enrolling 300–500 children, the minimum space shall be 2000 square feet, or the size of two regular classrooms.
e. Schools enrolling 500 or more children should allow 40 square feet per child for 10% of the enrollment.
   (a) School library facilities adequate for the enrollment of the school shall be provided. The current standards of the American Library Association and publications of the Department of Education will guide the Department in approving school library facilities for varying size high schools.
   (b) A public library contiguous to or near a school will ordinarily not be considered a "school library." In exceptional cases, if a school district requests approval for such an arrangement, the Department of Education will examine the following points: the extent to which the school district lends financial support to the library, the arrangements for a school librarian, the appropriateness of the collection for school use, and the administrative arrangements for pupils to use the library during the school day.

NEW JERSEY

Issuing Agency: State Department of Education

Official Published Source: *New Jersey Blueprint for School Media Programs*

Resources

Books:	At least 6,000–10,000 titles, representing 10,000 volumes or 20 volumes per student, whichever is greater
Magazines:	Elementary (K–6)—40–50 titles including some adult nonprofessional titles Elementary (K–8)—50–75 titles Junior High—100–125 titles Secondary—125–175 titles All schools—In addition, necessary magazine indexes and duplication of titles and indexes as required.
Newspapers:	Elementary—3–6 titles Junior High—6–10 titles Secondary—6–10 titles All schools—1 local, 1 State, and 1 national newspaper represented in collection.
Filmstrips:	500–1,000 titles, representing 1,500 prints or 3 prints per pupil, whichever is greater (titles to be increased in larger collections).
8mm film: (Single concept and Regular length)	1½ films per student with at least 500 titles supplemented by duplicates.
16mm film:	Dependent on extent and frequency of use of individual film titles, availability of a system media center and its film collection, and other factors. Whatever the source, films must be easily and quickly accessible. Access to a minimum of 3,000 titles supplemented by duplicates and rentals recommended.
Tape and disc recordings: (excluding electronic laboratory materials)	1,000–2,000 titles representing 3,000 records or tapes, or 6 per student, whichever is greater (number of titles to be increased in larger collections).
Slides:	2,000 (including slides of all sizes)
Graphic materials:	
Art prints (reproductions)	1,000 with duplicates as needed; individual study prints and pictures for the picture and vertical file collections; in addition to individual prints, access to 15 sets per teaching station plus 25 sets available from media center.
Pictures and study prints	
Other graphics:	Posters, photographs, charts, diagrams, graphs, and other types

Resources—Cont.

Globes:	Elementary—1 globe in each teaching station and 2 in the media center Secondary—1 globe per 5 teaching stations and 2 in the media center All schools—special globes to be available in media center
Maps:	1 for each region studied and special maps (economic, weather, political, historical, and others) for each area studied Duplicate maps available for each class section needing maps at one time (number of duplicates dependent on sections of students and availability of maps on transparencies and filmstrips). Wall maps for teaching stations
Microform:	To be purchased as available on topics in the curriculum; all periodical subscriptions indexed in *Readers' Guide* and newspaper files obtained as needed for reference
Transparencies:	2,000 transparencies plus a selection of subject matter masters
Other materials	
Programmed instructional materials:	Printed, electronic, and other forms of programmed materials
Realia:	Models, dioramas, replicas, and other types of realia
Kits, art objects, video tape recordings, remote access programs, resource files	
Professional materials:	Books—200–1,000 titles Magazines—40–50 professional titles, with duplicates as needed: also *Education Index*

Facilities and Furniture

Functions	*Special Aspects*	*Space in Square feet*
Entrance— Circulation and distribution	Displays and exhibits, copying equipment, and catalogs, periodical indexes	800–1,000
Reading and browsing— Individual viewing and listening	No more than 100 students should be seated in one area; consider acoustical treatment and use of earphones	Space based on 15 percent of student enrollment at 40 sq. feet per pupil (schools with under 350 pupils should provide space for at least 50)
Individual study and Learning Storytelling (Elementary schools) Information services	30–40 percent of seating capacity for individual study areas, equipped with power and capability of electronic and response systems and television outlets; area should be ducted for power and coaxial distribution; carrels 36 in. wide, 24 in. deep, equipped with shelving and media facilities, including electrical power television outlets-linear and other types of shelving for all types of materials	Instructional programs to some schools may require ⅓ to ¾ of student population to be accommodated in media center
Conference room	Movable walls to allow for combining areas; electrical and television	3–6 rooms, 150 sq. feet each

Facilities and Furniture—Cont.

Functions	*Special Aspects*	*Space in Square feet*
	outlets and acoustical treatment; 1 room acoustically treated with typewriters for student use	
Group projects and instruction in research	Flexible space equivalent of a classroom area, equipped for instructional purposes and needs	900–1,000 sq. feet
Administration	Office space for 4 professional staff members; media program planning area	600–800 sq. feet
Workroom	Space must be increased if centralized cataloging service available	300–400 sq. feet
Maintenance and repair service	Major service system center	120–200 sq. feet
Media production laboratory	Sinks, running water, electrical outlets	800–1,000 sq. feet
Dark room	Light-proof and equipped with light locks	150–200 sq. feet
Materials and equipment storage for production	Necessary temperature and humidity control	120 sq. feet
Stacks	Stacks for overflow books and audiovisual materials	400–800 sq. feet
Magazine storage	Space for back issues of magazines, readily accessible for use	250–400 sq. ft.
Audiovisual equipment: distribution and storage	Decentralized storage in large schools. When microfilm is used recent back issues need storage	400–600 sq. feet
Center for professional materials for faculty	Designed as a teacher's conference room	600–800 sq. feet
Optional space (determined by school program)		
Television Studio	A soundproof studio with ceiling 15 feet high and doors 14 feet by 12 feet.	40 ft. by 40 ft. studio with necessary control space
Storage	For television properties, visual, etc.	800–1,000 sq. ft.
Office with work space	Place back-to-back with television studio	1,200 sq. ft.
Radio	May be near television facilities	20 ft. by 25 ft. studio with necessary control space
Computerized learning laboratory	Facilities to have response capability	900–1,000 sq. ft.
Storage and control center for remote access		900–1,000 sq. ft.

Audiovisual Equipment

Item	*Basic*	*Advanced*
16mm sound projector:	1 per 4 teaching stations plus 2 per media center	1 per 2 teaching stations plus 5 per media center
8mm projector:	1 per 3 teaching stations plus 15 per media center	1 per teaching station plus 15 per media center
2x2 slide projector:	1 per 5 teaching stations plus 2 per media center	1 per 3 teaching stations plus 5 per media center

Audiovisual Equipment—Cont.

Item	*Basic*	*Advanced*
Filmstrip or combination filmstrip—slide projector:	1 per 3 teaching stations plus 1 per media center	1 per teaching station plus 4 per media center
Sound filmstrip projector:	1 per 10 teaching stations plus 1 per media center	1 per 5 teaching stations plus 2 per media center
10x10 overhead projector:	1 per teaching station plus 2 per media center	1 per teaching station plus 2 per media center
Opaque projector:	1 per 25 teaching stations or 1 per floor in multifloor buildings	1 per 15 teaching stations plus 2 per media center
Filmstrip viewer:	1 per teaching station plus equivalent of 1 per 2 teaching stations in media centers in elementary schools and 1 per 3 teaching stations in secondary schools	3 per teaching station plus the equivalent of 1 per teaching stations in media centers in elementary schools and 1 per 3 teaching stations in secondary schools
2x2 slide viewer:	1 per 5 teaching stations plus 1 per media center	1 per teaching station plus 1 per media center
TV receiver: (minimum 23″ screen)	1 per teaching station where programs are available	1 per 24 students in elementary schools, and 1 per 20 viewers in classroom in secondary schools, 1 per media center in both elementary and secondary schools
Micro projector:	1 per 20 teaching stations	1 per 2 grade levels in an elementary school, 1 per department where applicable in secondary schools and 1 per media center
Record player:	1 per teaching station K–3, 1 per grade level 4–6, 1 per 15 teaching stations in secondary schools, and 1 set of earphones per each record player	1 per teaching station, K–6 in elementary schools plus 2 per media center, and 1 per 5 teaching stations plus 2 per media center in secondary schools, with earphones for each
Audio tape recorders:	1 per teaching station in elementary schools plus 2 per media center, 1 per 10 teaching stations in secondary schools plus 2 per media center. One set of earphones for each recorder.	1 per teaching station plus 2 per media center in elementary schools, 1 per 5 teaching stations plus 2 per media center in secondary schools. One set of earphones for each recorder.
Listening station:	A portable listening station with 6–10 sets of earphones, ratio of 1 per 3 teaching stations	One set of 6–10 earphones; listening equipment for each teaching station and media center
Projection cart:	1 per portable piece of equipment, purchased at time equipment obtained	
Projection screen:	1 permanently mounted screen per classroom plus portable screens as needed. Permanent screen at least 70x70 with keystone eliminator	
Closed-circuit TV:	All new construction includes provisions for installation at each teaching station and media center. Older buildings wired for closed-	

Audiovisual Equipment—Cont.

Item	*Basic*	*Advanced*
	circuit television with initiation of such programs	
Radio receiver: (AM-FM)	1 per media center plus central distribution system (AM-FM)	3 per media center plus central distribution system (AM-FM)
Copy machine:	1 per 30 teaching stations plus 1 per media center	1 per 20 teaching stations plus 1 per media center
Duplicating machine:	1 per 30 teaching stations plus 1 per media center	1 per 20 teaching stations plus 1 per media center
Light control:	Adequate light control in classrooms and media center.	
Micro-readers (some with microfiche attachment):	Equivalent of 1 per 10 teaching stations located in media center	Equivalent of 1 per 5 teaching stations located in media center
Micro-reader printer:	1 per center	1 per center
Video tape recorder system (including cameras):	1 per 15 teaching stations, minimum of 2 recorders per building	1 per 5 teaching stations; minimum of 2 per building
Local Production Equipment Per Building		Dry mount press and tacking iron Paper cutters Two types of transparency production equipment 16mm camera 8mm camera Rapid process camera equipped darkroom Spirit duplicator Primary typewriter Copy camera and stand Light box 35mm still camera Film rewind Film splicer (8mm and 16mm) Tape splicer Slide reproducer Mechanical lettering devices Portable chalkboard
Items for Special Consideration:	Large Group Instruction 10x10 overhead auditorium type large screen; 16mm projector, auditorium type Television: A complete distribution system should be available in a building so that Broadcast TV can be received—2500 MHZ UHF or VHF. Signals can be distributed to each room from the central TV reception area and/or from a central studio and can be fed into the system from any classroom. Signals available simultaneously. 3¼ x 4 Projectors: 1 per school building plus 1 auditorium type per each large group instructional area. Telelecture equipment	

NEW MEXICO

Issuing Agency: State Education Department

Official Published Source: *Minimum Standards for New Mexico Schools* (Draft)

Program

1. Each school or school district shall have a media center providing services that are integrated with the entire educational program.
2. The media center shall design and staff its program to meet assessed needs.
3. The media center, in cooperation with the teaching staff, will develop an instructional program designed to motivate the student to become an independent user of any media center. After instruction the student will be able to:
   a. Identify an instructional or enrichment need.
   b. Choose and use the best format of available material most suited to the user's need and learning style.
   c. Demonstrate ability to select portions of material most appropriate to the user's present need.
   d. Develop communication and production skills which enable the user to effectively transmit ideas.
   e. Evaluate one's ability to use a media center independently.
4. The media center shall provide diversified services that are available to all students and staff:
   a. Conduct training sessions so that resources, equipment and facilities are used effectively.
   b. Organize the center's resources for efficient retrieval and use.
   c. Work with the staff in selecting and evaluating materials.
   d. Schedule access to the media center to satisfy user needs.
   e. Assist in the local production of media.

Resources

1. Libraries equipped and organized to achieve the objectives stated in minimum standards (6.3):
   a. Broad, well-balanced collection of books and non-print materials
   b. Schools are encouraged to use other sources, such as city and State libraries and bookmobile services.
   c. A professional library. These materials should be available to teachers and others on a short-term checkout system.
2. Classroom teachers shall have the opportunity of recommending the equipment and teaching materials necessary for their particular needs.

Facilities and Furniture

The media center shall provide and maintain resources, equipment and facilities that enrich and support the entire educational program.

NEW YORK

Issuing Agency: State Education Department

Official Published Source: *Standards for School Library Resources* and *Facilities for School Media Programs Resources* *

	Phase 1	*Phase 2*	*Phase 3*
Books (Basic minimum is 5000 volumes)	10 volumes per student	15 volumes per student	20 volumes per student
Magazines:			
Elementary (K–6)	25 titles (include some adult periodicals)	35 titles	50 titles
Junior High	75 titles	85 titles	100 titles
High School	75 titles	100 titles	125 titles
Newspapers:			
Elementary	3 titles	4 titles	6 titles
Junior High	6 titles	8 titles	10 titles
High School	6 titles	8 titles	10 titles
	(one local, one State, and one national newspaper to be in any collection)		
Filmstrips:	750 prints	1000 prints	1500 prints
Sound Filmstrips:	375 prints	500 prints	750 prints
8mm Film Loops:	100 films	150 films	250 films
Recordings:	500	1000	3000

* Section 91.1 of the Regulations of the Commissioner of Education require the following number of titles in secondary school libraries: *Schools with ADA less than 200;* Junior high or Senior high at least 1,000 titles; Combination junior-senior high at least 2,000 titles; Secondary schools 200-499 pupils at least 3,000 titles; 500-999 pupils, at least 5,000 titles; 1,000 plus, at least 8,000 titles.

	Phase 1	*Phase 2*	*Phase 3*
Other: Slides, transparencies, graphic materials, globes, programmed instructional materials, realia, kits, art objects, video tape recordings, materials for computer assisted instruction, remote access programs, and resources files	Clippings and pamphlets available in sufficient quantity		
16mm films:	Acquisition of 16mm films not generally recommended at the building level. Whatever the source, they must be quickly and easily accessible.		

Facilities and Furniture

Functions	*Special Aspects*	*Space in Square Feet*	
		Basic Recommendations	*Advanced Recommendations*
Entrance, Circulation, and Distribution	Display, Exhibits, card catalogs, Periodical Indexes	Part of Study Area	800–1,000 Square Feet
Study area; Reading and Browsing. Individual viewing and listening	No more than 100 students seated in one area. Entire area ducted for power and coaxial distribution.	For elementary schools, not less than 900 square feet. For secondary schools, 25 sq. ft. per seated student for 10% of the school enrollment.	For elementary schools, not less than 1,500 square feet. For secondary schools, 35 sq. ft. per seated student for 15% of the school enrollment. The instructional program in some schools may require ⅓ or more of the student population be accommodated in the media center(s).
Study area; Small group viewing, listening, discussing	Lightweight tables equipped with electrical outlets and jacks for use with earphones. Acoustical treatment of floor and ceiling recommended. Provision for visual supervision.	150 square feet of the total study area, delineated by folding partitions, fixed or movable walls, or shelf clusters or combination of these.	3–6 rooms of 150 square feet each, or one or more large rooms subdivided by movable walls into smaller rooms approximately 10 feet by 15 feet each.
Large-group Instruction Area	Flexible space equipped for audiovisual presentations. Accessible from the study area.	Classroom size. Portable audiovisual equipment brought in as needed.	1,000–1,500 square feet. Tiered seating. Console control, rear screen projection, and other audiovisual equipment installed.

Facilities and Furniture—Cont.

Functions	*Special Aspects*	*Space in Square Feet*	
		Basic Recommendations	*Advanced Recommendations*
Office Area	Location to permit visual supervision of charge desk and card catalog. Equipment to include telephone for outside communication.	200 sq. ft. A minimum of 400 sq. ft. when combined with workroom and storage areas.	200 sq. ft. per professional staff member
Work Area	Space recommendations will have to be interested if simple production activity by pupils and teachers in additional to maintenance of traditional workroom activities.	200 sq. ft. A minimum of 400 sq. ft. when combined with office and storage area.	300–400 sq. ft.
Faculty Area	Flexible space for professional resources, individual and small group consultation, instructional planning, previewing and evaluation of library media center resources. Adjacent to production area or work area with simple production capability.	300 square feet	600–800 square feet
Production Area	Sinks, running water, electrical outlets, photo and other graphics processes capability. Equipped for record and audio tape and cassette duplication.	150 sq. ft. per production activity.	800–1,000 sq. ft. for total space recommended.
Storage Area:	Space for back issues or magazines, readily accessible for use.	200 sq. ft. A minimum of 400 square feet when combined with office and work area.	250–400 sq. ft.
Storage Area: books and audiovisual materials	Stacks for overflow materials. Space conserved by acquisition of periodicals on microfilm may be used.	200 sq. ft. A minimum of 500 sq. ft. when combined with office, work, and other storage areas.	400–800 sq. ft.
Storage Area: audiovisual equipment	Decentralized storage in large schools. Also has minor repairs and maintenance of audiovisual resources capability.	200 sq. ft. a minimum of 600 sq. ft. when combined with office, work, and other storage areas.	400–600 sq. ft.

NORTH CAROLINA

Issuing Agency: State Department of Public Instruction
Official Published Source: *Guidelines for School Media Programs* (Draft)

Resources

Materials	*Range*
Books:	8–13 or more per pupil
Magazines:	Elem.: 30–60 or more per school JHS: 50–75 or more per school SHS: 75–125 or more per school At least 1 magazine index; other indexes as needed; duplicate indexes and periodicals as needed
Newspapers:	Elem.: 2–5 or more per school JHS: 4–8 or more per school SHS: 4–8 or more per school (should include local, State, national and international coverage)
Information File:	An organized file should be maintained. (includes pamphlets, pictures, clippings, reprints, and other appropriate ephemeral materials)
Art production:	Elem.: ¼–2 per pupil Sec.: minimum collection of 150 increased as needed
Study prints:	Elem.: 1–4 per pupil Sec.: as appropriate
Globes:	Elem.: 1–3 per teaching station Sec.: 1 per 10 teaching stations; 1 per 5 teaching stations
Maps: Charts: Graphs: Mounted pictures: Photographs:	Materials should be available in quantity to meet demand. Maps on transparencies should be considered in comparison with other flat maps.
Artifacts, Models, Realia, Sculpture and other art objects and Specimens:	Because of the high motivation they afford and their lack of dependence on verbal ability of the learner, these should be available as appropriate to the instructional program of the school.
Transparencies for overhead projection:	¼–8 per pupil plus appropriate selection of masters for reproduction as needed
Filmstrips:	1–3 per pupil
2x2 Slide sets: (count 20 as a set; loose or individual)	
Super 8mm film loops:	½–1 per pupil
Microfilm (Secondary schools):	Back issues of selected periodicals appropriate to the instructional program. Printed indexes of microfilm holdings should be provided.
Disc recordings:	2–5 per pupil
Cassette tape recordings: Open reel tape recordings:	
Sound filmstrips (a filmstrip with a disc recording, or cassette tape or open reel tape recording)	1–4 per pupil
Sound slide sets (a set of slides with a disc recording,	

Resources—Cont.

Materials	*Range*
or cassette tape or open reel tape recording)	
16mm sound films from the system center:	Elem.: 300–600 titles JHS: 500–1,000 titles SHS: 700–1,500 titles
Video tape recordings:	5–10 per school
Instructional television program series (broadcast, on tape):	1 or more (Dependent on number of appropriate programs available)
Kits:	Appropriate number for instructional program
Programmed instructional materials:	

Facilities and Furniture

Environment:	Should have aesthetic appeal, atmosphere conducive to learning, good lighting acoustical treatment, temperature control, noise-reducing floor covering.
Location:	Convenient to all learning areas of the school, outside entrance
Size:	Sufficient in size and organization of space to accommodate resources, services, and activities of the media program; includes space for a minimum of 45 students or 15 percent of the student enrollment, whichever is larger, at 40 sq. ft. per student to accommodate reading, browsing, and individual viewing and listening and materials for these activities. Additional space will be needed for storytelling (in elementary schools), small group viewing and listening, conferences, professional materials for faculty, storage of audiovisual equipment, storage of back issues of magazines, production of materials, workroom and offices.
Furnishings:	Appropriate in type, size, and placement should be included in the layout of the spaces. It is therefore incumbent upon the administrator responsible for contracting with an architect, to understand that it is part of the design task to show a suitable arrangement of furnishings throughout the media facility and to ensure that the design contract clearly specifies this. (On the other hand, however, most of the furnishings will not be part of the building contract.)

Audiovisual Equipment

Equipment	*Range*
Overhead projector:	1 per 4 teaching stations 1 per teaching station
Filmstrip viewer:	1–3 per teaching station
Filmstrip projector:	Elem.: 1 per 3 teaching stations 1 per teaching station Sec.: 1 per 6 teaching stations 1 per 3 teaching stations
Magazine-type slide projector:	1 per 15 teaching stations 1 per 5 teaching stations
Super 8mm film loop projectors:	1 per 10 teaching stations 1 per 2 teaching stations
Reader-printer (Secondary Schools)	1–2 per media center

Audiovisual Equipment—Cont.

Materials	*Range*
Reader:	0–5 per media center
Record Player	Elem.: 1–3 per teaching station Sec.: 1 per 5 teaching stations
Cassette tape recorder:	1 per teaching station
Reel-to-reel tape recorder:	
Earphones:	1–4 per unit of equipment (excluding electronic laboratory installations)
Jackbox:	1 per 4 earphones
Sound filmstrip viewer:	1–2 per teaching station
Sound filmstrip projector:	Elem.: 1 per 4 teaching stations 1 per teaching station Sec.: 1 per 6 teaching stations 1 per teaching station
Separate filmstrip projector & sound playback unit used in combination:	
Magazine-type slide projector & sound playback unit used in combination:	
16mm sound film projector:	1 per 4 teaching stations 1 per 2 teaching stations
Video tape recorder with receiving monitor:	1–2 per school
UHF-VHF 23–inch television receiver: (equipped for utilization in media center)	1 per 5 teaching stations 1 per 2 teaching stations
Filmstrip projector:	1
Filmstrip viewer, individual:	4–8
Record player with earphones:	2–4
Cassette tape recorder, with earphones and microphones:	5–10
Reel-to-reel tape recorder, with earphones and microphones:	1–2
Listening Center: (jackbox with 6 earphones)	1–2
Sound filmstrip viewer with earphones:	2–4
Super 8mm film loop projector:	2–4
Magazine-type slide projector:	1–2
Overhead projector:	1

Audiovisual Equipment—Cont.

Equipment	*Range*
16mm sound film projector with earphones:	1–2
Television monitors, small:	
AM-FM Radio Receiver:	1
Portable public address System:	1
Portable Sound Lectern:	1
2x2 Slide Viewer:	1
Motion adapter for overhead projector, Motion adapter for slide projector, Slide-dissolve unit, Sound-synchronizing unit, and Information retrieval including dial access.	
Production Equipment:	Dry mount press
	Tacking iron
	Paper cutter, 24 inch blades minimum
Thermal copier	
Diazo printer	
2x2 slide copy stand with camera	
Cameras	35mm still picture
	8mm motion picture
	16mm motion picture

NORTH DAKOTA

Issuing Agency: State Department of Public Instruction

Official Published Source: *Administration Manual for North Dakota Schools*

Program

A sequential program of instruction in each media center use should be provided for students in each grade, 1–12, with classroom and media center activities coordinated by the media specialist.

Resources

Books:

Type of School	*Minimum*	*Good*	*Advanced*
Rural–1 teacher	750 volumes		
Rural–2 teachers	1,000 volumes		
K–6 (or any graded elementary school)	1,500 volumes or 10 books per pupil, whichever is larger	4,500 volumes or 12 books per pupil, whichever is larger	6,000 volumes or 15 books per pupil whichever is larger
K–8	2,300 volumes or 10 books per pupil, whichever is larger	4,500 volumes or 13 books per pupil, whichever is larger	8,000 volumes or 15 books per pupil, whichever is larger
Junior High or Middle School	1,500 volumes or 10 books per pupil, whichever is larger	3,000 volumes or 12 books per pupil, whichever is larger	6,000 volumes or 15 books per pupil, whichever is larger
7–12	2,500 minimum or 10 books per pupil, whichever is larger	5,000 volumes or 15 books per pupil, whichever is larger	10,000 volumes or 20 books per pupil, whichever is larger
9–12	2,300 minimum or 10 books per pupil, whichever is larger	4,500 volumes or 15 books per pupil, whichever is larger	9,000 volumes or 20 books per pupil whichever is larger
K–12	3,500 minimum or 10 books per pupil, whichever is larger	6,500 volumes or 15 books per pupil, whichever is larger	10,000 volumes or 20 books per pupil, whichever is larger

Resources—Cont.

Books: Type of School	*Minimum*	*Good*	*Advanced*
Periodicals:			
Elementary (K–6)	10 titles per each 100 pupils	15 titles	20 titles
K–8, Junior High or Middle School	25 or	50	75
Senior High	50	75	100
Newspapers:			
Elementary	1 local paper	2, at least 1 daily	2 daily papers; duplicates as needed
Junior High or Middle Schools	1 daily	1 local daily and 1 regional or national paper	3 daily papers, local, regional, State, and national
Senior High	3 representing local, State, national, and international coverage	4 representing State, national and international coverage	5 representing local, State, national, and duplicates as needed
Other Printed Materials:	A wide variety of and sufficient quantity print materials to keep vertical file collections current, including such items as pamphlets, pictures, and folded maps; art reproductions; and study prints; career, college, government, and other informational bulletins.		
Nonprint materials:			
Films:			
Rental	6 per teacher	Sufficient quantity to insure requests for use can be met	
Purchase	—	AASL-DAVI (1969) recommendations	
Filmstrip and/or slide sets	200 plus 10 per 100 students duplicates as needed	400 plus 20 per 100 students, duplicates as needed	600 plus 30 per 100 students, duplicates as needed
Filmstrip and slide sets should be stored in and circulated from each building media center to students and teachers in that school.			
Records and/or tapes	300 plus 10 per 100 students, duplicates as needed	600 plus 20 per 100 students, duplicates as needed	900 plus 30 per 100 students, duplicates as needed
Records and tapes should be stored in and circulated from each building media center so that students and teachers in school can have when needed.			
Other Nonprint materials:			
A wide variety and sufficient quantity of nonprint materials such as 8mm films, 2 x 2 slides, transparencies, and transparency masters, study prints, maps, globes, dioramas, models, kits, and realia should be readily available and easily accessible to both students and teachers through the building media center.			

Facilities and Furniture

Library Facilities	*Reading Stations*	*Minimum Reading Room, Square Feet*	*Recommended Reading Room, Square Feet*
1 unified media center	Up to 100 students, 40 stations	Up to 100 students,-1600	—1800
Allow 40 square feet to include space for both printed and AV materials and use of	Over 100 students, 40 stations plus 5% of enrollment	150–1800 200–2000 500–2500 800–3000	—1900 1600 + 15% of students times 40 square feet —3000 + 10–15% of

Facilities and Furniture*—Cont.

Library Facilities	*Reading Stations*	*Minimum Reading Room, Square Feet*	*Recommended Reading Room, Square Feet*
both types in center plus office/work space	Over 800 students—10-15% of enrollment	800 up–3000 +	students x 40 sq. ft.
Work Space:			
Up to 100 students	Library office, work room, AV productions, storage	200 sq. ft. 200 sq. ft.	
200 students or more	Media office, workroom AV production/storage	200 sq. ft. 400 sq. ft.	200 sq. ft. 400 sq. ft.
Other:	Additional areas needed and recommended as more comprehensive services are provided by the media center:		
	Conference Room Storytelling room Listening and viewing room Storage area Area for use of professional materials	Rooms adjacent to media center for small group or large group activities Typing space	
	Office space or workroom should include space for storage of back-issue magazines, which should be kept at least 5 years.		
	The AVA Production room should include provision for teachers to produce audio-visual materials locally and to preview audiovisual materials for purchase or use.		
	Sufficient outlets for present and planned electrical equipment should be provided in the reading room, library office and workroom, and audiovisual office and workroom.		

Audiovisual Equipment

See Quantitative Provisions in AASL-DAVI standards (1969).

OHIO

Issuing Agency: State Department of Education

Official Published Source: *Minimum Standards for Ohio Elementary Schools, Minimum Standards for Ohio Junior High Schools, and Minimum Standards for Ohio High Schools.*

Elementary:

Program

A SCOPE AND SEQUENCE OF LIBRARY INSTRUCTION AND ACTIVITIES	GRADES AT WHICH PRESENTED, REINFORCED, OR MASTERED P—represents first presentation R—reinforcement M—mastery								
	K	1	2	3	4	5	6	7	8
Becoming Acquainted with School And Public Libraries	P	R	R	R	R	R	M	M	M
Choosing and Making Use of Classroom Collections	P	R	R	R	R	M	M	M	M
Choosing and Checking Out Books for Classroom	P	R	R	R	R	R	R	R	M
Learning Care Of Books	P	R	R	R	M	M	M	M	M
Practicing Library Citizenship	P	R	R	R	M	M	M	M	M
Listening to Stories and Book Talks	P	R	R	R	R	R	R	R	R
Interpreting Literature Through Creative Dramatics	P	R	R	R	R	R	R	R	R
Sharing Reading Experiences	P	R	R	R	R	R	R	R	R
Creating Original Illustrations for Stories		P	R	R					

Program—Cont.

Browsing and Choosing Books to Read; Becoming Increasingly Critical in Selection	P	R	R	R	R	R	R	R
Assuming Responsibility for Checking Out and Returning Books	P	R	R	R	R	R	R	R
Understanding The Arrangement of A Library			P	R	R	R	M	M
Keeping Reading Records, From Simple Author-Title To Classification By Areas			P	R	R	R	M	M
Using Dictionaries and Encyclopedias			P	R	R	R	R	R
Acquiring Knowledge Of Parts Of Books and How To Use Books For Answers To Specific Questions				P	R	R	R	R
Using Card Catalog With Increasing Adeptness At Upper Levels			P	R	R	R	R	
Learning To Make and Use Bibliographies					P	R	R	
Outlining And Taking Notes				P	R	R	R	
Making Critical Appraisal Of Reading Records					P	R	R	
Developing Ability To Use Library and Reference Materials Independently				P	P	R	R	
Appraising Materials Critically					P	P	R	
Developing Interest and Self-Direction In Reading	P	R	R	R	R	R	R	R
Developing Skill And Judgment In Use Of Periodicals And Newspapers, And The Indexes To Them						P	P	R

Resources

Level I (Basic Minimum)

Books

Enrollment	Number of Volumes
300 or less	A minimum of 10 books per pupil
301–499	3,000 volumes plus five books per pupil over 300 pupils
Over 500	4,000 volumes plus three books per pupil over 500

Magazines and Periodicals—For Grades K–8. A minimum total of eight subscriptions (selected from a recognized guide).

Minimal Materials

16mm Films—Access to a centralized source which contains a collection relating to the content areas of the curriculum

Filmstrips, Discs, Audio-Tape Recordings, Overhead Transparencies, Picture Sets and Prints—Access to a collection in the building quantity to be determined by the use, balance among grade levels, and correlation with the instructional content.

Maps and Globes—minimum of one map for each geographic content area per two learning areas.

Level II

Books—6,000–10,000 titles representing 10,000 volumes or 20 volumes per student, whichever is greater.

Picture and Study Prints—Access to 15 sets per instructional area and 25 sets in the media center, plus individual pictures and study prints.

Globes—One per instructional area for each of the geographic content areas and two in media center

Transparencies—2,000 plus a selection of subject matter masters. Provision is made for an adequate supply of expendable items

177

Level I (Basic Minimum)	*Level II*
	Magazines—For Grades K–6; 40–50 titles; For Grades K–8; 50–75 titles (includes adult but no professional periodicals)
	Newspapers—Three to six titles
	Filmstrips—Access to 500, 1,000 titles representing 1,500 prints or three prints per pupil, whichever is greater
	8mm Films—Access to 1½ films per pupil with at least 500 titles supplemented by duplicates
	16mm Films—Access to a minimum of 3,000 titles supplemented by duplicate and rentals
	Recordings (tape and disc)—1,000–2,000 titles representing 3,000 recordings or six per pupil, whichever is greater
	Slides—2,000
	Art Prints (reproductions)—Access to 1,000
	Encyclopedias, atlases and other reference materials in the media collection represent varying levels of difficulty, and include both the general and specific types. Selection of these reference materials should be those included in the basic selection tools for elementary schools.
	Encyclopedias are replaced at least every five years. Yearbooks or annuals for the encyclopedias update information until new sets are purchased.
	Picture and word dictionaries, selected to correspond with the indicated reading ability of the pupils who use them, are available in sufficient quantity in each classroom.
	Each teacher is supplied with a recent adult dictionary.
	An unabridged dictionary is available in the media center or school office.
	Globes, graded for complexity, are supplied from kindergarten throughout the elementary grade sequence.
	Wall and individual maps, which are appropriate and recent, support the social studies program throughout the elementary school.
	Graphic materials such as charts, pictures, and transparencies are appropriately used in all subject areas to develop understandings and concepts.
Each school maintains a professional library. Materials are easily accessible and circulated to the teachers for use in the learning area or at home. The collection is kept current. Teachers are involved in the media selections. Staff meeting agendas allow time for the review and discussion of pertinent content.	A library of current print and nonprint professional materials is maintained in a centralized location within the system. Publications apprise the staff of the contents of the collection. Bulletins announce new acquisitions through abstracts and reviews. Arrangements are made for efficient distribution and return of the media.
Materials included in a professional collection are:	In addition to the media cited for the individual

178

Level I (Basic Minimum)	*Level II*
professional books professional magazines courses of study and curriculum guides community resource guides textbooks and teachers' manuals for basic and supplementary materials used within the system films, filmstrips, recordings, tapes, pamphlets State Department of Education publications and other government documents	school, the collection includes materials of like kind, such as: books—200–1,000 titles (professional and content of related disciplines) magazines—40–50 professional titles catalogs of materials brochures of museums television and radio guides and manuals indexes of community resources, releases of professional organizations information from institutions of higher learning audiovisual materials

Facilities and Furniture

An organized, well equipped media center is provided along with services to assure full use.

Audiovisual Equipment

Level I (Basic Minimum)	*Level II*
Record Player—One record player for three learning areas. In general, a higher percentage of this equipment is assigned to the kindergarten learning areas and those in the primary level. Filmstrips and/or Filmstrip Slide Combination—One to every four learning areas. Projection Screens—One large Projector screen for each building with smaller portable screens supplied as needed to facilitate the use of the projectors. Overhead Projectors—One for every three learning areas. Duplicator, Spirit, or Mimeograph—One for each building with additional machines added to meet the needs of enrollments over 600. Typewriter (Large Type)—One for each building. TV Receivers (Minimum 23 inch screen).—One for each 150 pupils.	16mm Motion Picture Projector—One per grade level or one per four full-time teachers, whichever is greater. 8mm Projector—Two per school 2x2 Slide Projector—Remote control—One per three instructional areas plus five per media center. Filmstrip or Combination Filmstrip Slide Projector—One per instructional area plus four per media center. Sound Filmstrip Projector—One per five instructional areas plus two per media center 10x10 inch Overhead Projector—One per instructional area plus four per media center. Opaque Projector—One per 15 instructional areas plus two per media center. Filmstrip Viewer—Three per instructional area plus the equivalent of one per teaching station in the media center. Closed-circuit Television—Where closed-circuit, low-power or other television transmission is used regularly in the school district, consideration is given to the purchase of appropriate portable videotape production or recording equipment to create or replay relevant television programs. Portable Video—One per five instructional areas with a minimum of two recorders per building. Radio Receiver—(AM-FM)—Three per media center plus central distribution system (AM-FM). Copying Machine—One per 20 teaching stations plus one per media center.

179

Audiovisual Equipment—Cont.

Level I (Basic Minimum)	*Level II*
	Duplicating Machine—One per 20 instructional areas plus one per media center. Micro-reader (some with microfiche attachment)—equivalent of one per five instructional areas to be located in the media center. Micro-reader Printer—Three per media center. Production Equipment—Systems of equipment and expendable supplies required for teacher-designed and locally produced instructional materials: (a) multi-colored overhead transparencies: (b) photographic slides; (c) audio-tape recordings; (d) mounted pictures, and charts

Secondary:

Program

The high school library shall be the service center and unifying agency for:

a. Fulfilling the philosophy of the school.
b. Enriching and vitalizing the curriculum.
c. Providing for vocational and avocational interests of pupils and teachers.
d. Developing independent habits of study.
e. Encouraging exploratory experiences.
f. Stimulating the use of library and visual materials effectively and efficiently.

Junior and Senior High School

Library Instruction:

1. Orientation of new students and new readers.
2. A library handbook for student use of the library.
3. The organization of the library and guides to its content.
4. The use of reference books such as almanacs, dictionaries, gazetteers, encyclopedias, indexes, biographical and other bibliographic tools.
5. The use of index guides to current periodical materials.
6. Study and work skills involved in using materials accurately and efficiently.
7. The use of bibliographic form in developing bibliographies
8. Developing skills in outlining and note taking.
9. Acquiring skills of critical evaluation of book and non-book materials.
10. Developing sound judgment in the use of periodicals, newspapers, and their indexes.

Services to Teachers:

1. Planning library in-service workshops for faculty.
2. Orientation of new faculty to the library and its services.
3. Orientation of all faculty to new library services as they emerge.
4. Library handbook for faculty.
5. Work with school curriculum committees.
6. Special releases to faculty on new library materials.
7. Consultation with faculty on evaluating library collection and services in special subject fields.
8. Planning for supporting resources for instructional units with the subject teacher.
9. Developing and producing audiovisual materials for faculty.
10. Making classroom and textbook collections available.
11. Preparing bibliographies and reading list.
12. Inter-library loan service to faculty.
13. Integration of library instruction units with classroom instruction.
14. Book talks, discussions, and reviews in classroom and faculty meetings.
15. Developing cooperative programs between the school library and the services of the public library.

Library Promotion and Reading Guidance:

1. Assembly and library programs on books and libraries.
2. Regular publication of book reviews, discussions, and library activities in the school and local newspapers.

3. Group guidance in reading is achieved through book talks and book discussions in the library, classroom, to school clubs, youth groups, parents, and groups within the community.
4. Individual reading guidance is promoted through conferences with students, individualized reading lists, and assistance in locating and selecting materials for recreational and/or class-related activities.
5. Attractive book displays and effective bulletin boards.
6. Radio and television discussion programs of books and library activities.
7. Extended hours of school library service after school, evenings, and Saturdays.
8. Reserved book collections for assignments or special interest materials.
9. Circulating collections of college catalogs, vocational, and audiovisual materials.
10. Recognition of school achievements and book week festivals.

Resources

Junior High and High School

Each school shall have in its library center the number of volumes, exclusive of dictionaries, newspapers and magazines, specified in the following table:

Enrollment of School	*Number of Volumes*
499 or less	5,000
500–999	5,000 for the first 500 pupils plus 4 volumes for each additional pupil
1,000–1,999	7,000 for the first 1,000 pupils plus 3 volumes for each additional pupil
2,000 or more	10,000 for the first 2,000 pupils plus 2 volumes for each additional pupil

Junior High School

1. Each school shall have adequate audiovisual instructional materials so that a wide variety of instructional uses can be continuously and effectively made at all apropriate times by the staff.
2. Appropriate and adequate supplementary materials, including current magazines, pamphlets, newspapers, and other multi-level instructional materials shall be available to pupils in each subject area.
3. Each school district shall establish and maintain in a convenient location a library of books, magazines, and other materials essential to professional growth of its teachers.

High School

1. The book collection count will be based on the number of accessional and catalogued volumes in the library center. The use of auxiliary and supplementary library services is encouraged; however, the use of such services does not excuse a board of education from meeting minimum requirements.
2. Each school shall have up-to-date encyclopedias; dictionaries of words, people, and places; atlases; almanacs; indexes; and books of statistics.
   Each school shall have current magazines, newspapers, and other periodicals sufficient to meet the need for news, opinions, and comments, for special fields of interest, and for recreation. Each school, regardless of enrollment, shall have a minimum of 25 titles, 15 of which appear in a recognized readers' guide.
3. Each school shall have adequate audiovisual instructional materials so that a wide variety of instructional uses can be continuously and effectively made at all appropriate times by the staff.

Facilities and Furniture

Junior High and High School

1. There shall be a library center large enough to house the book collection and provide a reading room area with student stations to accommodate the following enrollments:
   Up to 1,000 students, 8% of the enrollment but not fewer than 30 student stations
   From 1,000 to 1,999, 7% of the enrollment but not fewer than 80 student stations
   Over 2,000, 5% of the enrollment but not fewer than 140 student stations.
2. Standard shelving shall be provided to accommodate the book collection.
3. An office and workroom with running water shall be provided for the librarian.

Junior High School

1. Special shelving shall be provided for reference books, picture books, and current issues of periodicals.

181

2. Provisions shall be made for appropriate storage of back issues of periodicals in or adjacent to the library.

   Provisions shall be made for:

   (a) A charge-out desk

   (b) Display spaces

3. Each junior high school shall provide adequate facilities for the storage of instructional materials and equipment.

High School

1. A combination library study hall shall meet the basic requirement exclusive of the area used for study hall purposes.
2. Special shelving shall be provided for reference books and current issues of periodicals. An enclosed conference area shall be provided in the library center.
3. Provisions shall be made for storage of back issues of periodicals.
4. Provisions shall be made for:
   (a) A charge-out desk
   (b) Reading, listening, and viewing
   (c) Adequate display space
5. Provisions of:
   (a) Review and conference space
   (b) Adequate storage and maintenance space for equipment and material
   (c) Production facilities for locally produced materials.

Audiovisual Equipment

1. Adequate and appropriate audiovisual equipment is dependent upon the breadth and depth of the instructional program.
2. Equipment guidelines from the *Quantitative Standards for Audiovisual Personnel, Equipment, and Materials (for Elementary, Secondary, and Higher Educaion)* of the Department of Audiovisual Instruction, National Education Association, 1965 are recommended.

OKLAHOMA

Issuing Agency: State Department of Education

Official Published Source: *Annual Bulletin for Elementary and Secondary Schools (Administrator's Handbook); Recommendations, Regulations, and Criteria for Accrediting and Improving The Schools of Oklahoma*

Program

Junior High and Middle Schools: Definite training in the use of books and library methods should be given each student, either as a separate course or as part of the organized work of one or more courses.*

Resources

Elementary:

Suitable reference books, sets of supplementary readers—three sets for preprimer, four sets for primer, 5 sets for first grade, 4 sets for second and third grade, and 1 set each for fourth and fifth grade; functional readers, and recreational reading materials, dictionaries.

Materials collections may include books and other printed materials, films, filmstrips, recordings, maps, charts, and other media.

Printed materials should be balanced approximately as follows:

General works	2%
Religion and mythology	1
Social Science	13
Languages	5
Useful arts	8
Math and Science	5
Fine arts	4.5
Literature	20.5
Travel, Geography, biography and history	23
Picture and easy books	14

Junior High and High Schools:

The printed materials in the junior high school should be balanced approximately as follows:

General works	1.5%
Philosophy	1.0
Religion	1.0
Social science	9.6
Philology	1.0
Science and math	7.6
Useful arts	16.7
Fine arts	8.0
Literature	10.8
Travel	6.0
History	9.9
Biography	9.9
Fiction and story collections	17.0

High School:

Materials collections may include books and

* Progress criteria.

other printed materials, films, filmstrips, recordings, maps, charts, and other newer media developed to aid learning.

Facilities and Furniture

Adequately housed learning resources center, separated from classrooms or study halls with book collection in open shelves around room.

OREGON

Issuing Agency: State Department of Education
Official Published Source: *Oregon Minimum Standards or Educational Media* (Draft)

Program

Through media resources and the services of certificated media specialists, each student will have the opportunity to:

1. Select materials from a well rounded, current multimedia collection, which has been developed with consideration for his interests, ability, and the demands of the knowledge explosion.
2. Have access to library materials which are efficiently organized for each retrieval.
3. Use physical facilities in a media center which adequately and attractively house materials collections, provide easy access to audiovisual equipment and materials, and furnish seating for his needs in pleasant, relaxed surroundings.
4. Develop the skills needed to effectively use a multimedia collection and to select the proper type of material when seeking information.
5. Use the media resources in a climate of informality with consideration for the rights of others.
6. Establish patterns for individual study and independent learning.
7. Develop aesthetic appreciation and receive guidance in reading, viewing, and listening.
8. Become familiar with libraries and other resources in the community so that a lifelong habit of learning may be encouraged.

Through media resources and the services of certificated media specialists, each teacher will have access to material needed to attain the goals of an ever changing instructional program, and a facility which meets his instructional and professional needs. The media specialist is responsible for:

—planning and implementing the media center's program of services to students and teachers
—formation or use of media selection policies
—assistance in the selection, organization, and administration of all materials and equipment in the school building
—supervision of media center personnel

The media specialist assists with curriculum, including:

—planning
—serving as consultants and materials specialists to teachers and students
—informing faculty members of new developments in curriculum and media by individual conference and inservice education

The media specialist should:

—provide assistance to faculty members in the development of effective patterns to use media
—maintain lines of communication between the building and the district and/or IED media center to insure the effective use of centralized services
—be involved as an instructional leader with other teachers in the development of learning processes for students
—serve as consultants to teachers, classified personnel, and faculty in the development of media presentations and in the production of educational materials
—be responsible for development, evaluation, and management of the building media budget in consultation with the teachers and administrators
—assist in the selection of media center personnel

Resources

Level	*Enrollment*	*Items* (Print and nonprint)
K–6	Up to 300	Have or have access to 6,000
	300–600	Have 6,000
	Over 600	15 per pupil
7–9	Up to 300	Have or have access ot 8,000
	300–600	Have 8,000
	Over 600	15 per pupil

Resources—Cont.

Level	*Enrollment*	*Items* (Print and nonprint)
10–12	Up to 300	Have or have access to 10,000
	300–600	Have 10,000
	Over 600	20 per pupil
Newspapers:	K–6	2 or more titles
	7–12	4 or more titles
Periodicals:	K–6	20–40 individual titles
	7–12	40–60 individual titles
Audiovisual Materials:	Each school shall have available an ample supply and variety of audiovisual materials which will include filmstrips, study print sets, art prints, graphics, audio tapes and/or discs, maps and globes. Films sufficient in number to serve the needs of the instructional program shall be accessible through a district center of IED.	
Encyclopedias:	A representative variety for classroom and media center copyrighted within the last five years.	
Atlases:	A representative variety copyrighted within the last three years.	
Dictionaries:	A variety representing reading levels and curriculum interests. One unabridged English language dictionary.	

Facilities and Furniture

Every school building should have a centralized media center providing for group as well as individual experiences. A qualified school media specialist should work closely with architects and administrators in planning a new media center or when remodeling older quarters. When planning media center quarters, future needs should be kept in mind, paricularly in terms of the center's relationship to instructional areas.

Media center floor space allotted for instruction and individual study should approximate 40 square feet per student with this space accommodating 15 per cent of the total school enrollment. Both the floor and ceiling of the media center should be acoustically treated. To insure effective use of media, all instructional areas in the school building should have adequate light control and a sufficient number of electrical outlets.

Furniture and shelving in the center should be adjustable and appropriate for the sizes and age levels of the students, and should be sufficient in type and quantity to house the entire media collection. A separate work area should be provided for processing and repairing materials, storage of supplies and the production of unique materials. Additional essentials include storage cabinets, shelving, work tables, and running water.

Ample storage space, adequately secured, should be provided for audiovisual equipment. Equipment storage areas should be located within easy access of all instructional areas.

Audiovisual Equipment

The quantity of audiovisual equipment needed by a school building will depend upon the variety and the number of items in the media collection. It should, however, be sufficient to support the educational program and the media used.

PENNSYLVANIA

Issuing Agency: State Department of Education

Official Published Source: *Standards for School Library Media Programs* (Draft) and *Regulations of the State Board of Education, Chapter 3, School Buildings, Issued 9/11/70*

Program

1. The school library/media program should reflect the educational philosophy of the school(s) it serves.
2. The quality of the school library/media program is directly proportionate to:
   a. the degree of administrative support,
   b. the effectiveness of planning,
   c. the extent of faculty-librarian cooperation, and
   d. the adequacy of financial provision.
3. The school library/media program should be made feasible administratively:
   a. by providing time for teacher and library/media specialist to plan together,

b. by scheduling so that students have time to use the library,
c. by regulations that encourage maximum use of the library by students and their teachers,
d. by policies which make planning and subject/topic clearance with library media/center (and public library where applicable) prerequisite to assignment requiring media use.

4. The school library/media program should provide:
   a. An open schedule controlled by the librarian allowing:
      (1) curriculum extension and support for every student, K–12,
      (2) voluntary recreational access to the library at least once a week for all students, K–12.
   b. A study skills continuum jointly the responsibility of faculty and librarian providing:
      (1) sequential, cumulative growth in materials use and study habits,
      (2) timely instruction when skills are appropriate to curricular need and student interest.
   c. Reading guidance.
   d. Opportunities for investigation, assimilation, evaluation, and application through the planned and guided use of instructional resources, print and nonprint.

Resources

1. A written media selection policy for the district shall determine all acquisition.
2. All library/media acquisitions should be made on the basis of pre-purchase examination, with faculty and student assistance in evaluation, reference to professional selection tools, and visits to Department of Education Area Examination Centers.
3. A written questioned media form shall determine procedure for handling all criticism of media.
4. A materials collection shall contai. print and nonprint media.
5. An initial collection shall consist of fifteen (15) items (one physically complete piece of media) per pupil or nine thousand (9,000) items, whichever is greater, acquired within three years after opening the library/media center.
6. By systematic annual purchase the initial collection shall be expanded to thirty (30) items per pupil.
7. Use of microform is recommended.

Facilities and Furniture

The library/media center should provide quarters that are physically comfortable and aesthetically pleasing and should be planned for effective program support and expansion.

Minimum Areas for Elementary School Facilities	
Up to 12 classrooms	850–1000 square feet
13 to 18 classrooms	1000–1500 square feet
19 to 24 classrooms	1500–2000 square feet
Over 24 classrooms	add 80 square feet per additional classrooms
workroom	150– 200 square feet
conference	100– 150 square feet
storage	100– 200 square feet
a/v storage & maintenance	200– 400 square feet

Minimum Areas for Secondary School Facilities	
Up to 800 pupils	1500–2400 square feet
800–1600 pupils	2400–4800 square feet
1600–2400 pupils	4800–7200 square feet
workroom	150– 200 square feet
conference	100– 150 square feet
taping room	100– 150 square feet
storage (films, tapes, records, etc.)	425– 850 square feet
storage (periodicals)	200 square feet
office	100– 150 square feet (per number needed)
Library classroom (should adjoin library)	850 square feet
Carrells	minimum of 6

1. The library/media staff shall be involved from the initiation of new construction, alteration, or conversion plans for the library/media plant.
2. Form of library/media plant construction shall follow function
3. The school library/media plant shall be:
   a. centrally located (in relation to classrooms, teacher work area)
   b. one level (balconies, sunken reading areas, multi-floor locations should be avoided)
   c. accessible to deliveries, lavatories, fire exits, main corridors and staircases
   d. capable of expansion
   e. shaped to satisfy in balance and proportion
   f. designed for functional traffic patterns
   g. arranged for ease of supervision through visual control
   h. equipped and furnished to support fully the library/media program.

RHODE ISLAND

Issuing Agency: State Department of Education.
Official Published Source: *Title II ESEA Handbook.*

Resources

Enrollment	*Elementary*	*Secondary*
Under 250	2,000 volumes	2,000 volumes
250–499	2,000 volumes for first 250 pupils, 6 for each additional pupil	2,000 volumes for first 250 pupils, 8 for each additional pupil
500–999	3,500 volumes for first 500 pupils 4 for each additional pupil	4,000 volumes for first 500 pupils, 4 for each additional pupil
Over 1,000	----------	6,000 volumes for first 1,000 pupils, 3 for each additional pupil

SOUTH CAROLINA

Issuing Agency: State Department of Education.
Official Published Source: *Defined Minimum Program for South Carolina School Districts*

Resources

Elementary:

Collection of at least 10 library volumes per pupil. New schools can meet this standard over a period of three years by providing at least four volumes per pupil the first year and an additional three volumes per pupil in both the second and third years. Local schools are responsible for reviewing and selecting books that are appropriate to the needs of the school from standard lists.

Each school shall provide an adequate supply of audiovisual materials and equipment in proportion to the needs of its program.

Provisions should be made for the necessary materials and equipment for a balanced program in each respective area.

Middle Schools:

Each library shall have a collection of at least eight library volumes per pupil. New schools can meet this standard over a period of three years by providing at least four volumes per pupil the first year and an additional two volumes per pupil in both the second and third years. Local schools are responsible for reviewing and selecting books that are appropriate to the needs of the school from standard lists.

Each school shall provide an adequate supply of audiovisual materials and equipment in proportion to the needs of its program.

Provisions should be made for the necessary materials and equipment for a balanced program in each respective area.

Secondary:

1. Books
   a. Local schools responsible for reviewing and selecting books appropriate to the needs of school from standard lists; minimum of 2,000 volumes exclusive of government documents and textbooks.
   b. Each school housing grades 7–8 shall have a collection of at least 8 library titles per student. Schools housing grades 9–12 shall have at least 6 library volumes per student. No school required to have more than 10,000 volumes, regardless of enrollment.
   c. A new high school shall have a period of three years to meet the volume requirements for the library. The requirements for each of the three years are:

Grades 7–8	
First year of operation	4 volumes per student
Second year of operation	6 volumes per student
Third year of operation	8 volumes per student
Grades 9–12	
First year of operation	2 volumes per student (2,000 minimum)
Second year of operation	4 volumes per student
Third year of operation	6 volumes per student

2. Periodicals and Newspapers

Accredited high school libraries shall have periodicals and newspapers as follows:

a. Enrollment of 500 or fewer students—25 periodicals suitable for student use, and two daily newspapers.
b. Enrollments of more than 500 students—one periodical for each 20 students suitable for student use, and two newspapers.
c. A subscription to the "Readers' Guide to Periodical Literature" or to the "Abridged Readers' Guide to Periodical Literature."

Facilities and Furniture

Facilities should be adequate in size and arrangement to accommodate the program offered. New schools must meet minimum requirements in *South Carolina's Guide* and *South Carolina Guide and Minimum Specifications for Construction of Relocatable Classroom Buildings.*

SOUTH DAKOTA

Issuing Agency: Department of Public Instruction.

Official Published Source: *Recommendations and Guidelines for Instructional Materials Centers: Rules of School Accreditation Program, Title 24:03.*

Resources

Type of Collections	*Level I*	*Level II*	*Exemplary*
Books:	2,500 + 12 for each pupil over enrollment of 250	2,000 books or 10 books per pupil, whichever is greater	6,000–10,000 or 20 volumes per pupil
Periodicals:	K–6 12 titles JH 35 titles SH 60 titles	K–6 8 titles JH 25 titles SH 45 titles	K–6 50 titles Secondary 125–175 titles
Newspapers:	K–6 1 local or county, 1 to be a daily Secondary 2, 1 a local daily, 1 metropolitan	K–6 1 local or county, 1 to be a daily Secondary 3-local daily, metropolitan, and one other	Elementary 3–6 Junior High 6–10 Senior High 6–10
Vertical File:	Pamphlets, newspaper clippings, government publications, small pictures, folded maps, etc., in sufficient number to meet the needs of the curriculum shall be arranged conveniently in a legal size file equipped with hanging folders. Filing of other material will vary according to size.		
Films, 16mm:	Average of 4 film titles scheduled per teaching station, either owned or rented	Average of 6 film titles per teaching station, either owned or rented	Access to minimum of 3,000 titles either owned or rented
Filmstrips:	Basic collection of 200 titles or 1 print per pupil, whichever is greater	250–500 titles or 1½ prints per pupil, whichever is greater	500–1,000 titles representing 1,500 prints per pupil, whichever is greater
Films, 8mm:	According to curricular needs		1½ films per student with at least 500 titles
Recordings Audio disc tape:	150 audio recordings (disc and/or tape)—plus 1 per 10 students excluding language lab materials	250 audio recordings (disc and/or tape) plus 5 students excluding language lab materials	1,000 to 2,000 titles representing 3,000 records or tapes 6 per student, whichever is greater
Video:	According to curricular needs		
Transparencies and/or Transparency masters:	250 titles minimum	500 titles minimum	2,000 titles minimum
Study Prints (Flat pictures):	1 set per teaching station; may be centrally stored and distributed	3 sets per teaching station; may be centrally stored and distributed	15 sets per teaching station; may be centrally stored and distributed

Resources—Cont.

Type of Collection	*Level I*	*Level II*	*Exemplary*
Slides (2" x 2" 3¼" x 4")	This quantity will vary according to curricular needs	This quantity will vary according to curricular needs	2,000 including all sizes, commercial and/or teacher-made
Maps and Globes (16" hand-mounted globes recommended for intermediate grade level):	Maps: (K–6) U.S. map in each room; world and regional maps according to curricular needs	Maps: U.S. map in each room, world and regional maps according to curricular needs	Maps: 1 map in each region studied plus special maps for those areas studied
	Globes: (K–6) 1 in each classroom or according to curricular needs	Globe: (K–6) Globe in each classroom or according to curricular needs	Globes: (K–6) 1 globe in each classroom plus 2 in media center plus specialized globes according to curricular needs
	(Sec.) A globe shall be at each social studies teaching station plus specialized globes according to curricular needs plus 1 in media center	(Sec.) A globe shall be at each social studies teaching station plus specialized globes according to curricular needs plus 1 in media center	

A centralized curricular library containing all sample copies of textbooks, curriculum guides, guidelines for developing individualized study programs, IMC guidelines, and other specialized materials in various fields of education should be maintained. A budgetary allocation for this service should be provided.

Facilities and Furniture

Type of Collection	*Level I*	*Level II*	*Exemplary*
Space	8% of enrollment, 25–30 sq. ft. per	10% of enrollment 30–35 sq. ft. per	Refer to Standard for School Media Programs
Elementary-Secondary	reader	reader	ALA and NEA, Part V, Page 40–43

Audiovisual Equipment

Type of Collection	*Level I*	*Level II*	*Exemplary*
Projector—16mm:	1 per building as minimum or 1 per 15 teaching stations, whichever is greater	1 per 10 teaching station	1 per 4 teaching stations plus 2 per media center
Filmstrip Projector: (May be a combination film-strip-slide projector)	1 per building as minimum or 1 per 8 teaching stations, whichever is greater	1 per 4 teaching stations	1 per 3 teaching stations plus 1 per media center
Audio tape recorder: (Cassette and/or reel-to-reel)	Elem.: 1 per 4 teaching stations plus 1 in media center	Elem.: 1 per 2 teaching stations plus 2 in media center	Elem.: 1 per teaching station plus 2 in media centers
	Sec.: 1 per 6 teaching stations plus 1 in media center	Sec.: 1 per 4 teaching stations plus 2 in media center	Sec.: 1 per 2 teaching stations plus 2 in media center

Audiovisual Equipment—Cont.

Type of Collection	*Level I*	*Level II*	*Exemplary*
Listening Stations:	1 listening station per 3 teaching stations	1 listening station for every 3 tape recorders and/or record players	Portable with 6–10 earphones. 1 per 2 teaching stations Sec.: 1 set per record player and/or tape recorder
Projection Screen (Wall screens highly recommended—minimum 60″ x 60″):	1 portable per building or 1 per 4 teaching stations, whichever is greater	1 permanently mounted screen per classroom plus portable screen in media center	1 permanently mounted screen per classroom plus portable screens as needed (70″ x 70″)
Projection Carts:	1 per portable piece of equipment	1 per portable piece of equipment	1 per portable piece of equipment
Projector—8mm and/or Super 8:	As curricular and instructional needs demand		1 per 3 teaching stations plus 10 per media center
Overhead Projector:	4 per building as minimum or 1 per 4 teaching stations	1 per 2 teaching stations	1 per teaching station plus 2 per media center
Opaque Projector:	1 per building or 1 per floor	1 per building or 1 per floor	1 per 25 teaching stations or 1 per floor
Filmstrip Viewer:	1 per 4 teaching stations plus 1 for media center	1 per 2 teaching stations plus 1 in media center	1 per teaching station plus the equivalent of 1 per 3 teaching stations in media center
Record Player:	K–3: 1 per teaching station 4–6: 1 per teaching stations Sec.: 2 in media center as minimum	K–3: 1 per teaching station 4–6 4–6: 1 per teaching stations Sec.: 1 per 15 teaching stations as minimum or as need requires plus 1 in media center or as needs demand	K–6: 1 per teaching station Sec.: 1 per 15 teaching stations plus 1 in media center or as needs demand
TV Receivers:	As needs require	1 per 3 teaching stations where programs are available and appropriate	1 per teaching station where programs are available and appropriate
Light Control:	Adequate light control in every classroom and media center		
ITEMS FOR SPECIAL CONSIDERATION AND/OR LOCAL PRODUCTION:			
Micro-readers Micro-reader printer Micro-projector Slide Viewer 2″ x 2″ Slide Projector 2″ x 2″ Projector—Sound filmstrip		Dry mounting press Transparency production facilities Local production equipment: a. Transparency production equipment b. Copy camera and stand c. Mechanical lettering devices d. Primary or bulletin board typewriter e. Camera equipment as specified by needs f. Film (8mm and 16mm) rewind and splicer g. Magnetic tape splicer	

189

TENNESSEE

Issuing Agency: State Board of Education

Official Published Source: *Rules, Regulations, and Minimum Standards*

Program

Schools embracing grades 9–12; 10–12; 7–9; 7–10; 7–12; 8–12

Instruction in the use of the library shall be the joint responsibility of the librarian and the teacher. The pupils shall be taught how to use books and other materials in connection with their classwork and shall be given guidance in reading for pleasure.

Provision shall be made in the program for every child to have the opportunity to go to the library.

Resources

Schools embracing grades 9–12; 10–12; 7–9; 7–10; 7–12; 8–12:

The book collection shall consist of books selected to meet curriculum and recreational needs and adapted to the reading ability and individual needs of the students. These books shall be selected from lists approved by the State Board of Education. There shall be provided sufficient books to average at least eight books per pupil. By the 1975–76 school year, there shall be at least 10 books per pupil. Out of date textbooks and reference books, books in bad physical condition, and books with very small print shall not be acceptable, and shall be neither counted nor reported in the total count. There shall be at least 1 set of encyclopedias copyrighted within the last 5 years and 1 unabridged dictionary.

Periodicals:

Up to 300 pupils—10–20 titles

More than 300—20–50 titles

The school library shall subscribe to the *Readers' Guide* or *Abridged Readers' Guide*.

Newspapers:

1 local newspaper

1 presenting news on national and State levels

Audiovisual Materials:

Basic collection in sufficient variety, quantity, and quality to support the instructional program in all areas.

Schools embracing grades 1–8 or any combination of these grades, with 15 or more teachers:

Books collection, selected from lists approved by State Board of Education, selected to meet curriculum and recreational needs.

By 1975–76—10 books per pupil

Out of date textbooks and reference books, books in bad physical condition, and books with very small print shall not be acceptable and shall be neither counted nor reported. At least one of the recommended encyclopedias for elementary schools, copyrighted within the past five years,

	shall be available. 10–20 periodicals selected on basis of reading interests of various grade levels. Basic collection of audiovisual materials, provided in sufficient quantity and quality to implement instructional program in all areas.
Schools embracing grades 1–8 or any combination of these grades and fewer than 15 teachers:	Book collection, selected from lists approved by State Board of Education, selected to meet curriculum and recreational needs and adapted to reading ability and individual needs of students. 8 books per pupil Out of date textbooks and reference books, books in bad physical condition and with very small print shall not be acceptable and shall be neither counted nor reported in total collection. At least one of the recommended encyclopedias for elementary schools, copyrighted within the last five years, shall be available. In schools without a central library, there shall be available in the school a minimum of eight books per pupil. Books borrowed from the systemwide Materials Center shall be exchanged periodically so that a variety of materials will be used throughout the year. These selections shall provide for all areas of the instructional program to meet the needs of individual pupils. Five juvenile magazines selected on the basis of reading interests of various grade levels shall be available to all pupils. Audiovisual Collection of sufficient variety, quantity, and quality to implement the instructional program in all areas shall be available.

Facilities and Furniture

In all schools embracing grades 1–8 or any combination of these grades having 15 teachers or more, a library shall be provided to seat the largest class plus 15 pupils. This space shall be computed on the basis of 25 square feet per pupil. Additional space shall be provided for storage of magazines, audiovisual equipment and materials, and a workroom with running water, shelves, and cabinets. In all schools embracing any combination of grades 7–12, the library area(s) shall be provided large enough to house 15 percent of the enrollment.	This space shall be computed on the basis of at least 25 square feet per pupil to be accommodated. Additional space shall be provided for conference rooms, storage space for magazines, audiovisual materials, and equipment; listening and viewing area; and a workroom supplied with running water, shelves, and cabinets. Each of the rooms shall contain at least 120 square feet. The conference rooms and workroom shall be separated from the library with a vision strip to facilitate supervision.
Schools embracing grades 9–12; 10–12; 7–9; 7–10; 8–12:	The library room shall be equipped with suitable tables and chairs, adjustable shelving, circulation desk, slanting magazine shelves, bulletin board, card catalog cabinet, vertical file cabinet; typewriter, and suitable facilities to house such teaching aids as filmstrips, recordings, etc.

Schools embracing grades 1–8, or any combination of these grades with 15 or more teachers:	The library room shall be used for library purposes and equipped with suitable tables and chairs, adjustable shelving, loan desk, magazine shelves, bulletin boards, card catalog cabinet, vertical file cabinet, typewriter, and suitable facilities to house such teaching aids as filmstrips, recordings, etc.

TEXAS

Issuing Agency: Texas Education Agency

Official Published Source: *Guidelines for The Development of Campus Learning Resources Centers*

Program

The Learning Resources Center (LRC) program serves pupils by:

- Making the LRC available to pupils during the school day and beyond as needed.
- Assisting in the location and use of materials and information.
- Organizing materials and equipment for easy access.
- Giving guidance in the production of materials to meet class assignments.
- Maintaining an atmosphere conductive to pupil utilization of materials, equipment, and services.
- Providing materials in a variety of formats for a wide range of ability levels.
- Encouraging independent study.
- Encouraging use of materials in pursuit of individual interests.
- Having lending procedures which encourage rather than restrict use of all LRC holdings.
- Acquiring materials appropriate to the learning styles and needs and interests of pupils.
- Delegating clerical duties so that professional assistance is available to pupils to the maximum degree possible.
- Encourage growth in critical reading, viewing, and listening skills.
- Providing facilities and opportunities for individual, small group, and large group activities.
- Teaching the skills needed to locate and use all types of materials.

The LRC program serves teachers and others by:

- Organizing materials for easy access by staff and pupils.
- Providing collections to classrooms for instruction.
- Making access to materials easy through convenient and simple lending procedures.
- Offering information on materials available from the campus LRC, district, regional, or other sources.
- Maintaining a professional collection and promoting its use.
- Orienting the staff to the LRC and its services, and cooperating with the staff to provide instruction to pupils in study skills and in the use of specialized tools and subject resources.
- Cooperating with teachers in planning for instruction in the LRC.
- Assisting in the development of a materials selection policy.
- Promoting maximum utilization and integration of materials and services.
- Assisting in the production of instructional materials.
- Inviting suggestions for material and equipment purchases.
- Requesting information on pupil interests and abilities in order to fill pupil needs more adequately.
- Preparing bibliographies as needed.
- Informing teachers of new acquisitions.
- Utilizing information retrieval program through the education service center *S*pecial *E*ducation *I*nstruction *M*aterials *C*enter (SEIMC)

	Level I	*Level II*	*Level III*	*Level IV*
Education Goals (Campus)	Not formulated	Discussed in generalities in staff meetings	Formally stated and available to staff and community	Function of LRC specified in formally stated goals
Priorities (Campus)	Determined each staff member on a day-to-day basis	Informal agreement of campus staff	Specified	Specified with LRC services included
Needs Assessment	None	By individual teachers in preparation for annual book-AV orders	Staff decision on needs for materials and equipment	Staff decision on needs with appropriate budget adjustment
Instruction Development	Use textbook only	Textbook supplemented by additional resources if the teacher desires	Textbook supplemented by many types of materials as needed by users	Same as LEVEL III with instructional systems developed as needed
	The LRC staff works with teachers and students in providing services and resources as indicated in LEVELS II, III, AND IV above.			
Evaluation (of LRC program)	None	Informal	Formal with recommendations for change	Same as LEVEL III with accompanying budget adjustments
Inservice Education	District inservice only	Informal sessions with curriculum staff	Sessions held in response to recommendations from evaluations	Continuous study as determined by campus staff through program planning

Resources

The LRC collection includes materials and equipment that:

- Provide for instructional needs.
- Are appropriate in type, content, and level of difficulty to facilitate learning.
- Are developed, selected, and evaluated by learning resources specialists, teachers, and students.
- Provide information of interest concerning local events, persons, organizations, occupational opportunities, history, and folklore.
- Are supplemented from district or regional centers when special requirements or excessive costs make this arrangement more advantageous.
- Have been preprocessed to free LRC staff from repetitious routines.
- Are available to users at any time during and beyond the hours of the regular school day.
- Provide for individual needs of children in special programs.

Each campus unit has:

- A basic book collection appropriate in subject and quantity for the users it serves.
- Audiovisual materials such as filmstrips, slides, transparencies, recordings, films, maps, globes, charts, art objects, models, and realia to provide alternative approaches to learning.
- A collection of professional books, audiovisual materials, and periodicals on instructional development, methods of teaching, guidance, child growth and development, and items of general educational interests.
- Equipment for using audiovisual materials, and for duplicating, processing, and producing materials.
- Local, regional, and national newspapers offering various editorial viewpoints.
- Pamphlets and pictures relating to current issues, various curriculum areas, and including college catalogs, career information, and guidance materials when appropriate.

- Periodicals supporting the curriculum of the school and reflecting the culture, interests, and grade levels of the pupils.
- An index to instructional materials and equipment on the campus which are available through departments such as science and science laboratories, reading and reading laboratories, foreign language and language laboratories, vocational, industrial arts, music, drama, journalism, and other instructional areas.
- Teacher-made materials unique to the school.
- Information and/or vertical files containing items of local or current interest.

	Level I	*Level II*	*Level III*	*Level IV*
Books:	5 titles per pupil or 3000 titles, whichever is greater	7 titles per pupil or 4000 titles, whichever is greater	5,000 titles or 15 volumes per pupil, whichever is greater	At least 6,000–10,000 titles representing 10,000 volumes or 20 volumes per pupil, whichever is greater
Books include reference, fiction, nonfiction, and paperbacks. This does not include textbooks nor multiple copies or titles purchased for department collections and used as texts.				
PERIODICALS:				
Elementary	10–15 titles	15–25 titles	25–40 titles	40–75 titles
Junior High/ Middle School	25–50 titles	50–60 titles	60–75 titles	75–125 titles
Senior High	50–75	75–90 titles	90–125 titles	125–175 titles
Periodicals include those that are curriculum related, that represent pupil interests, and that have divergent editorial viewpoints. A general magazine index is available for use with periodicals.				
NEWSPAPERS:				
Elementary	1 title	1 local and 1 State titles	3–6 titles	3–6 titles
Junior High/ Middle School and Senior High	3 titles	4 titles	5 titles	6–10 titles
When second and third newspaper subscriptions are added, local, State, and national publications are represented.				
PAMPHLETS, CLIPPINGS, AND MISCELLANEOUS MATERIALS:				
Elementary	Pictures to support units of work	Pictures, study prints, and pamphlets	Pictures, study prints, clippings, pamphlets	Same as LEVEL II
Junior High/ Middle School and Senior High	Beginning file of pictures and pamphlets	File including study prints, pictures, pamphlets	Same as LEVEL II	Same as LEVEL II with clippings added
Information included in the pamphlet file is of local interest, on current issues not otherwise available in book form, career guidance, and college catalogs.				
Filmstrips:	Filmstrips available for use by teachers	500 titles available for teacher use	1000 titles—available to pupils and staff	1000 titles plus 2 per pupil available to pupils and staff
Specialized programs require additional titles and duplicate copies.				

	Level I	*Level II*	*Level III*	*Level IV*
8mm films:		100 films	300 films	500 titles or 1½ films per pupil whichever is greater
	Films are available for use by teachers and pupils.			
16mm films:	Access to 100 titles	Access to 500 titles	Access to 1000 titles	Access to 3000 titles and duplicates as needed
	Films are accessible either from the campus, district, or regional collections or through a rental arrangement.			
Audio Recordings:	500 titles	1000 titles	2000 titles	2000 titles plus 2 per pupil
	Audio recordings include disc, reel to reel, and cassettes. Access is from campus, district, or regional collections with frequently used titles available at the campus unit for use by pupils and teachers.			
Slides:		500	1000	2000 with duplicates as needed
	Slides are locally or commercially produced and are selected because of relevance for specific curriculum areas such as art, social studies, science, etc.			
Graphic Materials:	Posters, charts	Art prints, posters, charts	Art prints, posters, charts, diagrams, etc.	Same as LEVEL III
	If study prints are considered in the area of graphics, a LEVEL IV LRC will have 500 sets plus 4 per student. Other graphics, such as photographs, diagrams, graphs, etc. are included as needed for specific curriculum areas.			
Globes:				
Elementary	1 for each 2 teachers	1 for each teacher plus special globes in LRC	1 per teacher and 2 in the LRC plus special globes	Same as LEVEL III
Secondary	Available in LRC as needed in subject areas	1 per 10 teachers plus special globes in LRC	1 per 5 teachers with special globes in LRC	1 per 5 teachers plus special globes, models, relief maps and other representations in the LRC as needed for subject areas
	Regional and special maps with duplicates as needed for all			
Microforms:	School curriculum and access to readers considered in determining quantity and subjects obtained in microform			
Transparencies:		500	1000	2000
	Transparencies are commercially or locally prepared and may be detailed, with overlays, or very simple copies used in group instruction. Subjects are curriculum related.			
Textbooks:	State adopted only (single adoption)	State adopted with multiple adoption and supplementary texts	State adopted with supplementary materials purchased from local funds	State adopted textbooks supplemented with total instructional system packages
	Textbooks, when managed by the head of the LRC program, are handled by an aide or clerical worker assigned this responsibility.			

	Level I	*Level II*	*Level III*	*Level IV*
Professional Collection:	Some periodicals and books	Periodicals organized centrally and easily accessible to teachers	All types of professional materials organized and housed in a special area for teachers where reading, listening, or previewing may be done	Same as LEVEL III
Other Materials:	All forms of programmed materials, models, games, realia, kits, art objects, etc., are made available according to the needs and budget of the school.			

Facilities and Furniture

The campus LRC provides areas for:

- Circulating books, audiovisual materials, and equipment.
- Listening, viewing, reading and browsing by individuals, small groups, and large groups
- Shelving books and audiovisual materials for user convenience.
- Storing audiovisual equipment.
- Processing acquisitions as required.
- Storing supplies for processing or producing materials.
- Shelving current periodicals as well as indexes and back issues maintained for reference (with readers and reader printers if magazines are kept in microform).
- Producing instructional materials by staff and pupils.
- Utilizing dial access systems, closed circuit television, and broadcast radio or television as required.
- Housing the professional collection.
- Displaying new materials and promotional or special interest items.
- Shelving special collections such as reference and reserves.
- Accommodating various size groups for instruction.

Designing for new or remodeled LRC facilities takes into consideration:

- The size of the materials collection.
- The kinds of materials and equipment to be maintained in the LRC.
- The extent to which instructional resources will be produced in the LRC .
- Expansion based on projections for the future.
- The type of instructional program, including services, to be provided.
- The number and type of individual study stations, small group activity areas, and classroom(s) accommodations for LRC related instruction.

No single facility design can be prescribed for all schools. Nor can a single design for schools of similar size, grade level, or course offerings be recommended. Decisions on areas and interrelatedness of areas must be made to reflect the unique needs of each educational unit.

	Level I	*Level II*	*Level III*	*Level IV*
Circulation Area	0–100 sq. ft.	100–300 sq. ft.	300–700 sq. ft.	800 sq. ft.
	This includes sufficient space for the circulation desk unit, displays, copying equipment, a catalog (card or book) near the reference collection, and periodical indexes adjacent or convenient to current, back issues, and/or periodicals in microforms.			
Viewing, Listening, Reading (LLR) Area	500–900 sq. ft.	1,000 sq. ft.	10%-15% of enrollment at 40 sq. ft. per pupil	15%-30% of enrollment at 40 sq. ft. per pupil

196

	Level I	*Level II*	*Level III*	*Level IV*
	Sufficient space is allowed for tables and chairs; browsing; lounging; carrels wired for viewing and listening; traffic around circulation desk, catalog, stacks, vertical files, and other free standing or mobile equipment.			
Small Group Viewing and Listening	0–120 sq. ft.	2 rooms 0–120 sq. ft. each	3 rooms, 120 sq. ft. each	4–5 rooms, 120 sq. ft. each
	Small group viewing and listening may occur in the main V-L-R area or in small area or in small rooms which can also serve as conference areas for small groups. Screens, acoustically treated surfaces, and sufficient electrical outlets and light control are provided.			
Conference Areas:	0–15 sq. ft. space provided either in separate room or by arrangement of shelving	1 room, 150 sq. ft.	2 rooms, 150 sq. ft. each	3 rooms, 150 sq. ft. each
	Movable walls make possible a more efficient use of space provided for conference areas. Light control, acoustical treatment, and wiring and outlets for use of projection and viewing equipment are necessary.			
Classroom	None	Space available for class group	1 classroom	1 classroom, 900–1200 sq. ft.
	The classroom is located adjacent or convenient to the reference collection and catalog, is equipped for audio and/or visual presentations, has tables and chairs suitable for class activities including production, and can be used for shelving or housing infrequently used materials.			
Administration	Space for desk	100 sq. ft. space available	Room 150 sq. ft.	150 sq. ft. per specialist
	Small schools may combine workroom-storage-office areas. In larger schools a separate office is desirable. This area opens into the main listening-viewing-reading area and has glass panels making supervision easier. Larger schools have more than one room.			
Work Space	Processing counter or equivalent	100 sq. ft.	200 sq. ft.	300–400 sq. ft.
	All workrooms include adequate work space, with a carefully planned counter (18–24 inches deep) with vinyl or formica top and work-type sink, various sizes of storage drawers and cabinets, knee-hole spaces below the counter and open shelves above. A counter of two heights is desirable, especially where workroom and office are combined.			
Equipment Storage and Distribution	100 sq. ft.	200 sq. ft.	300 sq. ft.	400 sq. ft.
	Larger schools may plan for decentralization of equipment storage for easier access by users. Storage of equipment used in the LRC must be provided in the main storage area with adequate security provisions.			
Maintenance and Repair	None	None	Space available	120–200 sq. ft.
	Space may be located in the storage area. Where maintenance of larger equipment is not provided at the district office or by an outside agent, additional space is required.			
Media Production Laboratory	Space available	200–400 sq. ft.	400–600 sq. ft.	600–800 sq. ft.
	Space and equipment are determined by quantity and types of media produced. Provision is made for humidity and sound control when appropriate.			

	Level I	*Level II*	*Level III*	*Level IV*
Dark Room	None	None	Space available	150–200 sq. ft.
	Sinks with running water, electrical outlets, and light control are necessary when photography is included in the school's production programs.			
Professional Collection	100 sq. ft.	100–300 sq. ft.	300–600 sq. ft.	600 plus sq. ft.
	Space for tables and chairs, previewing of print and audiovisual materials, and group meetings is provided in the area where the professional collection is housed.			
Stacks	In main viewing-reading listening area for books, magazines Newspapers Filmstrips	Special stacks for books, magazines, newspapers, filmstrips Transparencies, Recordings, Maps, Globes, Pamphlets	In addition to LEVEL II slides films art prints Charts, Posters, Microforms, Video Cassettes, Models, Realia, Games, Kits, Manipulative Materials	Same as LEVEL III
Magazines and Newspapers	Shelving for current issues only	100–200 sq. ft.	200–400 sq. ft.	400 sq. ft.
	Schools with copying equipment, microforms and readers and/or reader printers, as well as files of back issues of magazines provide space convenience to the Readers Guide.			
Special Facilities:	Computerized learning lab. The lab is a part of the LRC and has response capability. Radio and/or television studio. These functions may be provided from the district center. If provided at the campus unit, sound and light control and storage for props, equipment and supplies is necessary. Facilities are determined on the basis of appropriateness for the school's program.			
16mm Sound Projector:	1 per campus	1 per campus	1 per classroom teaching unit (CTU) plus 2 per LRC	1 per 4 CTU plus 5 per LRC
8mm Projector:	2 per bldg.	1 per 10 CTU	1 per 5 CTU plus 3 in LRC	1 per 3 CTU plus 1 per LRC
Filmstrip or Combination:	El.-1 per 5 CTU	1 per 4 CTU	1 per 3 CTU	1 per 3 CTU
Filmstrip-slide Projector:	Sec.-per 10 CTU	1 per 8 CTU	1 per 15 CTU	plus 4 per LRC
Sound Filmstrip Projector:	1 per bldg.	1 per 20 CTU	1 per 15 CTU	1 per 10 CTU plus 2 per LRC
10 x 10 Overhead Projector:	1 per 10 CTU	1 per 8 CTU	1 per 3 CTU	1 per CTU plus 2 per LRC
Opaque Projector:	1 per bldg.	1 per 30 CTU	1 per 20 CTU	1 per 20 CTU plus 2 per floor
Filmstrip Viewer	2 per LRC	1 per 10 CTU plus 2 per 10 CTU in LRC	1 Per 5 CTU plus 1 per CTU in LRC	1 per CTU plus 1 per 2 CTU in LRC
Classroom Television Receiver	1 per floor	1 per 10 CTU plus 2 per LRC	1 per 5 CTU plus 2 per	1 per CTU plus 2 per LRC
Microprojector:	1 per bldg.	1 per floor	1 per 3 grade levels or 1 per department	Same as LEVEL III

198

	Level I	*Level II*	*Level III*	*Level IV*
Record Player	El.-1 per 5 CTU Sec.-1 per 15 CTU	1 per 3 CTU 1 per 10 CTU	1 per 2 CTU 1 per 5 CTU	1 per CTU plus 1 per 5 CTU plus 5 in LRC
2 x 2 Slide Viewer:	Available in building	1 per 10 CTU plus 2 per LRC	1 per 5 CTU plus 2 per LRC	1 per CTU plus 1 per LRC
Audiotape Recorder:	1 per 5 CTU	1 per 5 CTU plus 2 per LRC	El.-1 per 3 CTU plus 5 per LRC Sec.-1 per 5 CTU plus 2 per LRC	1 per CTU plus 10 per LRC 1 per 5 CTU plus 10 per LRC
Audiotape Playbacks:	Available in building	5 per LRC	10 per LRC	6 in LRC for each 20 CTU
Projection Screen:	Available	1 per CTU	1 per CTU	1 per CTU permanently mounted with keystone eleminator plus a a variety of sizes in LRC
AM/FM Radio:	1 per bldg.	2 per LRC	2 per LRC	3 per LRC
Copying Machine:		1 per bldg.	1 per 40 CTU plus 1 per LRC	1 per 20 CTU plus 1 per LRC
Duplicating Machine:	1 per bldg.	1 per bldg.	1 per 40 CTU plus 1 per LRC	1 per 20 CTU plus 1 per LRC
Microreader:		1 per LRC	1 per 10 CTU plus 2 per LRC	1 per 7 CTU plus 2 per LRC
Portable Videotape Recorder System:		1 per bldg.	1 per 20 CTU	1 per 10 CTU
Television:	Television distribution system will be developed as determined by needs and availability of funds.			
Projection Cart:	Projection carts are available for use with equipment to be moved from the LRC for use in classroom or other areas.			

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Resources

	Phase I	*Phase II*	*Phase III*	*Phase IV*
Books (Non-text)				
1–250 students	10 per student	15 per student	30 per student	45 per student
Over 250 students	2,500 + volumes or 5 volumes per student, whichever is greater	5,000 + volumes or 8 volumes per student, whichever is greater	7,500 volumes or 10 volumes per student, whichever is greater	10,000 volumes or 15 volumes per student, whichever is greater

	Phase I	*Phase II*	*Phase III*	*Phase IV*
Magazines: Includes adult periodicals for teachers				
Elementary school 1–250 students	7 titles	12 titles	15 titles	25 titles
Over 250 students	10 + titles	20 + titles	30 + titles	40 + titles
Junior high school 1–250 students	12 titles	25 titles	35 titles	50 titles
Over 250 students	25 + titles	50 + titles	75 ± titles	100 + titles
High school 1–250	20 titles	40 titles	60 titles	75 titles
Over 250	30 + titles with duplication of titles and indexes as required	60 + titles with duplication of titles and indexes as required	80 + titles with duplication of titles and indexes as required	125 + titles with duplication of titles and indexes as required

	Phase I	*Phase II*	*Phase III*	*Phase IV*
Newspapers:				
All schools	1 metropolitan newspaper plus 1 local newspaper	1 metropolitan newspaper plus all local newspapers	2 metropolitan newspapers (one national and 1 Salt Lake newspaper) plus all local newspapers	3 metropolitan newspapers (two national and one Salt Lake newspaper) plus all local newspapers
Pamphlets, clippings, etc.:	None	None	Have file available for teacher and student use	Have file available for teacher and student use
Filmstrips:				
1–250	150 filmstrips or 1 per pupil, whichever is greater	300 filmstrips or 2 per pupil, whichever is greater	450 filmstrips or 3 per pupil, whichever is greater	600 + filmstrips or 5 per pupil, whichever is greater
Over 250	500 filmstrips or 1 per pupil, whichever is greater	700 filmstrips or 2 per pupil, whichever is greater	1,250 filmstrips or 3 prints per pupil, whichever is greater	2,000 filmstrips or 5 per pupil, whichever is greater
8mm Film:	1 print for every 25 students with a minimum of 25 prints	1 print for every 20 students with a minimum of 50 prints	1 print for every 10 students with a minimum of 50 prints	1 print for every 5 students with a minimum of 50 prints
16mm Film and Video Recordings:	Use university regional or district film libraries to supply needed 16mm films *and* utilize at least two films per teacher per year.	Receive motion picture films and video recordings *by delivery at least weekly* from university, regional or district centers.	Receive motion picture films and video recordings *by delivery at least weekly* from university, regional or district centers without	Have a basic collection of at least one motion picture film or video recorded program for every 30 students. These are located in the

Resources—Cont.

	Phase I	*Phase II*	*Phase III*	*Phase IV*
	Films usually come by mail	Charge is made to local schools for use of these films	any direct charge being made to the local school. Catalog cards on all State films are filed in card catalog	school media center and available for both teachers and students. Use centers as in Phase II or III to supplement collection. Catalog cards on all State films are filed in card catalog
Tape and Disc Recordings:	100 + records or tapes	200 + records or tapes	500 + records or tapes	1,000 + records or tapes
250 + pupils	1,000 + records or tapes or 1 per student, whichever is greater	1,500 + records or tapes or 2 per student, whichever is greater	2,000 + records or tapes or 5 per student, whichever is greater	4,000 + records or tapes or 8 per student, whichever is greater
Slides:	½ per student	1 per student	2 per student	4 per student
Study Prints:	1 set per teaching station plus 10 sets all to be housed in the media center	2 sets per teaching station plus 15 sets all to be housed in the media center	3 sets per teaching station plus 25 sets all to be housed in the media center	4 sets per teaching station plus 35 sets all to be housed in the media center
Art prints:				
1–250 pupils	50 reproductions	75 reproductions	100 reproductions	150 reproductions
250 + pupils	150 reproductions	200 reproductions	300 reproductions	400 reproductions
Globes:				
Elementary	1 per 10 teaching stations plus 1 in media center	1 per 7 teaching stations plus 1 in media center	1 per 5 teaching stations plus 1 in media center	1 globe in each teaching station and one in the media center
Secondary	1 for 20 teaching stations plus 1 in media center	1 for 14 teaching stations plus 1 in media center	1 for 10 teaching stations and 2 in media center	1 for 7 teaching stations and 2 in media center
Transparencies:	1 per student	2 per student	3 per student	4 per student
Professional Collections:				
Books				
Small schools (less than 15 professionals)	3 titles per professional	5 titles per professional	8 titles per professional	10 titles per professional
Large schools	50 + titles	100 + titles	150 + titles	200 + titles
Periodicals:				
Small schools	3 + titles	5 + titles	10 + titles	15 + titles
Large schools	10 + titles	15 + titles	20 + titles with duplicates as needed	30 + titles with duplicates as needed

Resources—Cont.

	Phase I	*Phase II*	*Phase III*	*Phase IV*
Courses of Study and Curriculum Guides:	One copy of each State and district course of study guide available from district office	One copy of each State and district course of study guide plus at least one copy of each State TV guide available in school media center	Same as Phase IV	Same as for Phase II but in addition each guide has been cataloged and is included in the card catalog

Facilities and Furniture

	Phase I	*Phase II*	*Phase III*	*Phase IV*
Display and circulation area includes Displays and exhibits, Card catalog, Circulation desk.				
Enrollment up to 250:	100 to 150 square feet	150 to 200 square feet	200 to 400 square feet including at least one display case	Over 400 sq. ft. including at least two display cases
Enrollment over 250 students:	250 to 400 square feet	400 to 500 square feet including at least one display case	500 to 800 square feet including at least two display cases	Over 800 square feet including at least two display cases, one of which is a glass case which can be locked
Individual study areas:				
1. Size				
Capacity to handle simultaneously the number of students at the rate indicated	5% of student enrollment at 15 square feet	8% of student enrollment at 20 square feet per student	12% of student enrollment at 25 square feet per student	15% of student enrollment at 40 square feet per student
2. Special treatment				
a. Power outlet available without use of extension cord	a. 10% + of seating capacity equipped with power	a. 20% + of seating capacity equipped with power	a. 30% + of seating capacity equipped with power	a. 40% + of capacity equipped with power
b. Carrels	b. Carrels for less than 1% of student enrollment	b. Carrels for at least 1% of the student enrollment	b. Carrels for at least 2% of the student enrollment	b. Carrels for at least 3% of student enrollment
c. Equipped	c. At least one each of the following set-up ready for individual use: Filmstrip viewer and tape listening	c. At least 5% of media center seating capacity set-up ready for individual use with: Filmstrip viewing, tape	c. At least 10% of the media center seating capacity equipped set-up and ready for use with: Individual filmstrip	c. 15% + of media center capacity set-up ready for individual use for: Filmstrip viewing, audio tape and record listening

	Phase I	*Phase II*	*Phase III*	*Phase IV*
		and/or record listening	viewing, tape or record listening, and/or motion picture viewing	and/or motion picture and video tape viewing (both 8 and 16mm)
Group study area:				
1. Small group viewing and listening	50 sq. ft.	100 sq. ft.	150 sq. ft.	200 sq. ft.
2. Conference rooms	At least one room	At least 2 rooms per 500 students	At least 2 rooms per 400 students	At least 2 rooms per 300 students
3. Large classroom as part of the media center. Equipped with appropriate audiovisual equipment and acoustical treatment. Not assigned to any specific class or group	None	None	At least one space for this purpose containing a minimum 500 sq. ft.	One or more spaces for this purpose containing a minimum of 1,000 sq. ft.
Production area	200 or more square feet of floor space and 30 sq. ft. of production supply storage	400 or more square feet of floor space and 60 sq. ft. of production supply storage. Equipped with a sink and running water	600 or more square feet of floor space and 90 sq. ft. of production supply storage. Equipped with a sink and running water	800 or more square feet of floor space and 120 sq. ft. of production supply storage. Equipped with a sink and running water
Equipment storage:				
Space for circulating AV equipment	100 or more sq. ft.	150 or more sq. ft.	200 or more sq. ft. for schools over 250 students. 150 sq. ft. for schools of 250 or less students	250 or more sq. ft. for schools over 250 students. 150 sq. ft. for schools of 250 or less students
Work areas for processing materials and minor maintenance	At least 100	200 + sq. ft.	300 + sq. ft. or 5 sq. ft. per student, whichever is greater	300 + sq. ft. or 5 sq. ft. per student, whichever is greater
Professional area, designed as a teachers' lounge and conference area adjacent to production area if possible	150 + sq. ft.	300 + sq. ft.	300 + sq. ft. or 5 sq. ft. per teacher (staff member), whichever is greater	300 + sq. ft. or 10 sq. ft. per teacher (staff member), whichever is greater

203

Facilities and Furniture—Cont.

	Phase I	*Phase II*	*Phase III*	*Phase IV*
Office space for professional media staff:	75 sq. ft.	100 sq. ft.	125 sq. ft. or ¼ sq. ft. per student, whichever is greater	150 sq. ft. or ¼ sq. ft. per student, whichever is greater
		Audiovisual Equipment		
16mm Projector	1 plus 1 per 20 teaching stations	1 plus 1 per 15 teaching stations	1 plus 1 per 10 teaching stations	1 plus 1 per 5 teaching stations
8mm Projector	2 plus 1 per 50 teaching stations	2 plus 1 per 40 teaching stations	2 plus 1 per 25 teaching stations	2 plus 1 per 20 teaching stations
2x2 Slide Projector, remote controlled:	One per	1 plus 1 per 40 teaching stations	1 plus 1 per 30 teaching stations	2 plus 1 per 25 teaching stations
Filmstrip or Combination Filmstrip/Slide Projector:	1 plus 1 per 12 teaching stations	1 plus 1 per 10 teaching stations	1 plus 1 per 9 teaching stations	1 plus 1 per 8 teaching stations
10x10 Overhead Projector:	1 plus 1 per 4 teaching stations	1 plus 1 per 3 teaching stations	1 plus 1 per 2 teaching stations	1 plus 1 per teaching station
Opaque Projector:	None	1 per school	1 plus 1 per 2,000 students	1 plus 1 per 1,000 students
Filmstrip viewer:	1 per each 50 students	1 per each 30 students	1 for each 25 students	1 for each 20 students
2x2 Slide viewer:	1 per school	1 plus 1 per 25 teaching stations	1 plus 1 per 20 teaching stations	1 plus 1 per 15 teaching stations
TV Receiver:	1 per 4 teaching stations	1 per 3 teaching stations	1 per 2 teaching stations	1 per teaching station
Micro-Projector:		1 per school	1 per school or 1 per 50 teaching stations whichever is greater	1 per school or 1 per 30 teaching stations whichever is greater
Record Player	1 per 4 teaching stations K–3. 1 per 5 teaching stations 4–6. 1 plus 1 per 20 teaching stations in secondary schools	1 per 3 teaching stations K–3. 1 per 4 teaching stations 4–6. 1 plus 1 per 15 teaching stations in secondary schools	1 per 2 teaching stations K–3. 1 per 3 teaching stations 4–6. 2 plus 1 per 15 teaching stations in secondary schools	1 per teaching stations K–3. 1 per 2 teaching stations 4–6. 2 plus 2 per 15 teaching stations in secondary schools. Secondary schools additional: 1 for music department 1 for girl's P.E. department 1 for auditorium

Audiovisual Equipment—Cont.

	Phase I	*Phase II*	*Phase III*	*Phase IV*
Audio tape players or tape recorders:	2 plus 1 per 8 teaching stations in elementary schools. 1 plus 1 per 10 teaching stations in secondary schools	2 plus 1 per 4 teaching stations in elementary schools. 1 plus 1 per 10 teaching stations in secondary schools	1 for each 25 students with at least 30% equipped with earphones	1 for each 10 students with at least 50% equipped with earphones
Audio tape recorders:	1 per 20 teaching stations	1 plus 1 per 20 teaching stations	1 plus 1 per 15 teaching stations	1 plus 1 per 10 teaching stations
Listening stations:	1 portable listening stations with 8 or more earphones	2 portable listening stations with 8 or more sets of earphones for each station	3 portable listening stations with 8 or more sets of earphones each	4 portable listening stations with 8 or more sets of earphones each
Projection Cart:	1 per every 4 portable pieces of equipment	1 per every 3 pieces of equipment	1 for every 2 pieces of equipment	1 per portable piece of equipment
Projection screens for group viewing:	1 plus 1 per 10 teaching stations	1 plus 1 per 5 teaching stations	1 per 2 teaching stations. Permanent screens no smaller than 70″ x 70″	1 permanently mounted screen per classroom plus portable screens as needed. Permanent screens no smaller than 70″ x 70″ with keystone eliminator
Radio receiver (AM–FM):	1 per media center	1 per media center	1 per media center	1 per media center plus central distribution system (to all teaching stations)
Copying machine:	1 per media center	1 per media center plus 1 per 40 teaching stations	1 per media center plus 1 per 30 teaching stations	1 per media center plus 1 per 30 teaching stations
Duplicating machine:	1 per media center	1 per media center plus 1 per 40 teaching stations	1 per media center plus 1 per 30 teaching stations	1 per media center plus 1 per 30 teaching stations
Light Control:	In 25% of classrooms	In 50% of classrooms	In 75% of classrooms	Controlled light in every classroom and media center to allow all types of projected media can be utilized effectively

Audiovisual Equipment—Cont.

	Phase I	*Phase II*	*Phase III*	*Phase IV*
Video tape recorder:	1 per media center	2 per media center	1 per 20 teaching stations plus provisions for individual viewing in media center	1 per 10 teaching stations plus provisions for individual viewing in media center
Local production equipment per building:				
Dry mount press and tacking	1 per school	1 per school	1 per school	1 per school and at least 24" square
Paper cutter	1 at least 15" square	1 at least 15" square	One 15" or larger for every 20 teaching stations	One 15" or larger paper cutter for every 20 teaching stations and at least 1 24" or larger for the school
Transparency production equipment	1 type	2 types	2 types	2 types
Rapid process camera		1 per school	1 per school	2 per school
Primary typewriter		1 per school	1 per school	1 per school
Copy camera and stand		1 per school	1 per school	1 per school or 1 per 500 students, whichever is greater
35mm still camera may be used also as a copy camera		1 per school	1 per school	1 per school or 1 per 500 students, whichever is greater
Film rewind			1 hand or power operated	1 power operated
Film splicers (8 and 16mm)		1 (8mm or 16mm)	1 or more (8mm and 16mm capability)	1 or more (8mm and 16mm capability)
Tape splicer		1 per school	1 per school	2 per school
Mechanical lettering device (Leroy, Wrico, stencils, etc.)		1 per school	2 different types per school	3 different types per school

VERMONT

Issuing Agency: State Department of Education

Official Published Sources: *Requirements and Minimum Standards for School Districts Providing Elementary Education, Minimum Standards for the Approval of Vermont Secondary Schools, and Criteria for Programs for Grades 7 and 8.*

Resources

Grades 7–8:

Education media are available for use in the various subject areas.

Secondary:

Materials for the library shall be selected to fit the curriculum and personal needs of the teachers and pupils of the school. Specific materials in each subject area and the wide range of abilities and interests of all shall be considered. The collection shall be kept in good condition and up to date by regular weeding of all obsolete and worn out material.

Enrollment	*Books Needed Basic Collection*	*To Be Added Each Year Per Student New Titles & New Editions*	*Magazines and Newspapers*
	Minimum	*Minimum*	*Minimum*
1–100	1000	1	7
101–300	1500	1	10
301–500	2000	1	15
501–1000	2500	1	25
1000–	3500	1	35

Other materials: Pamphlets, pictures, maps, globes, etc. shall be provided for the use of pupils and teachers. If the audiovisual materials are included as library materials, extra time or personnel shall be provided to order, catalog, and care for them. All these materials shall be catalogued in the library according to recognized procedures.

Facilities and Furniture

The school building has a library which meets secondary minimum standards and is planned for the grades which it serves.

Space:

Enrollment	*Space Required*
1–200	Room (25–35 sq. ft. per reader) to seat 10 percent of enrollment or shelves in study hall. Work area. Magazine storage for magazines for five-year period for those listed in Abridged Reader's Guide or others useful for reference.
201–600	Room to seat largest subject class plus 10, or 10 per cent of enrollment, whichever is larger. Workroom with work table, running water, electric outlet, typewriter, supply closets, shelving for books to be processed or mended. Storage room for magazines listed in Abridged Reader's Guide to be kept for five-year period. Room for seasonal books and duplicate copies. If audiovisual materials are stored in the library, cupboards and shelving for films, filmstrips, records, projectors, record players, etc.
601–	Rooms to seat 10 per cent of enrollment. Workroom and storage as above, plus librarian's office, combined area to equal at least 350 sq. ft.
Equipment:	Shelving—adjustable—to hold required number of books (8 books per linear foot) Sections no more than 3 ft. wide, 6–7 ft. high. Plan for expansion. Tables and chairs as required for enrollment. Card Catalog—of sufficient size to hold author, title, and subject cards for the collection of books and other materials. Three drawers for every 1,000 books. The drawers should be equipped with removable rods. Vertical File—legal size for pictures and pamphlets.

207

Enrollment	*Space Required*
1–200	1 four-drawer file
201–800	2 four-drawer files
801–	3 four-drawer files
Charging desk	
Bulletin board	

VIRGINIA

Issuing Agency: State Department of Education

Official Published Sources: *Standards for Accrediting Elementary Schools in Virginia* and *Standards for Accrediting Secondary Schools in Virginia.*

Secondary:

Program

The library media center shall be organized as the resource center of the school and shall function as a learning laboratory. Such a unified program of audiovisual and printed services shall be an integral component of the educational program playing a vital role in the teaching and learning process and serving as an impetus to intensify and individualize the educational experience.

Resources

Elementary

1. Balanced collection of at least 10 books per child.
2. Collection of at least 15 magazines for children and professional personnel and at least 1 State and 1 local newspaper.
3. Appropriate maps and globes readily available for use.
4. Collection of recordings, filmstrips, and such other resources as pictures, diagrams, charts, and clippings.
5. Variety of multilevel instructional materials.

Secondary

1. Basic collection of 1,000 well-selected books, exclusive of government documents and textbooks; schools with more than 150 pupils not fewer than 7 books per pupil.
2. Minimum of 2 sets of encyclopedias, one of which shall be copyrighted within a 5-year period and the other within a 10-year period of the present school year.
3. At least 1 unabridged dictionary. (Schools with more than 500 pupils shall have at least 2 unabridged dictionaries from different publishers.)
4. Three newspaper subscriptions from different sources, local, State, and national coverage.
5. At least 25 carefully selected periodicals representative of all phases of school program.
6. Collection of pamphlets, pictures, and other materials adequate to meet needs of the school.
7. Professional library for teachers, including at least 50 books and a minimum of 15 professional journals. A central school district professional library will meet this requirement.
8. Audiovisual materials. Recommended types are art prints, charts and posters, recordings (disc, tape, and cassette), filmstrips, film loops, multimedia kits, models, study prints, slides, transparencies, maps, and globes.
9. Written selection policy containing evaluative criteria and utilizing recommended selection aids to assure a quality collection of materials.

Facilities and Furniture

Elementary

The school library shall include an instructional materials center. Library space should be adequate to provide for the collection, organization, and circulation ol materials.

The library shall contain a professional resource area for teachers.

Secondary

Library-media center shall be located, constructed, and equipped to accommodate the educational program which will meet student needs and safeguard health and safety. Facilities shall be constructed and maintained in accordance with the minimum requirements and standards set forth in the *Code of Virginia* and of the State *Board of Education.*

Audiovisual Equipment

Elementary

16mm projectors
Filmstrip and slide projectors
Overhead projectors
Opaque projectors
Microprojectors
Microscopes
Record players
Tape recorders
Projection screens
Televisions
Radios
Filmstrip viewers
Carts for projection equipment

Corresponding equipment for the types of audiovisual materials in the collection shall be provided to promote maximum utilization of these materials.

WASHINGTON

Issuing Agency: Office of the Superintendent of Public Instruction
Official Published Source: *Program for the Learning Resources Center; Standards for Integrating School Library and Media Services*

Resources

	Minimum	*Good*	*Excellent*
Books			
Elementary (K–6)	1500 minimum or 10 books per pupil, whichever is larger	3000 minimum or 12 books per pupil, whichever is larger	6000 minimum or 15 books per pupil, whichever is larger
Secondary (7–12)	2500 minimum or 10 books per pupil, whichever is larger	5000 minimum or 15 books per pupil, whichever is larger	10,000 minimum or 20 books per pupil, whichever is larger
Magazines			
Elementary (K–6)	10	15	20
Secondary	35–junior high 50–senior high	70–junior high 100–senior high	100–junior high 150–senior high
General prof. (either level)	5	10	15

209

Resources—Cont.

	Minimum	*Good*	*Excellent*
Newspapers			
Elementary	.....	1 local daily	1 local daily
	3	4	5
Secondary	Senior high schools should have newspapers representing local, metropolitan, national, and international coverage. Vertical file collections (pamphlets, pictures, and folded maps); art reproductions and study prints.		
	1 local daily—junior high	1 local daily and 1 daily metropolitan—junior high	1 local daily and 1 daily metropolitan—junior high
Other:			
16mm Films:			
Elementary and Secondary	250 titles, plus 1 additional film per teacher in the service unit (to include duplicates)	500 titles, plus 1 additional film per teacher in the service unit (to include duplicates)	1000 titles, plus 1 additional film per teacher in the service unit (to include duplicates)
	(Films to be owned by the service unit or readily available through rental sources to the schools involved. Where rental sources are substituted for membership in a service unit, adequate funds must be budgeted annually to provide for the rental of a minimum of 12 films per teacher.)		
Filmstrip and/or slide sets:	200 plus 10 per 100 students (to include duplicates as needed)	400 plus 20 per 100 students (to include duplicates as needed)	600 plus 30 per 100 students (to include duplicates as needed)
	Filmstrip and slide sets are circulated from the building LRC to students and teachers in that school.		
Records and/or tapes:	300 plus 10 per 100 students (to include duplicates as needed)	600 plus 20 per 100 students (to include duplicates as needed)	900 plus 30 per 100 students (to include duplicates as needed)
	Records and tapes are circulated from the building LRC to students and teachers in that school.		
Other:	A wide variety and sufficient quantity of nonprint materials such as 8mm films, 2″ x 2″ slides, transparencies and transparency masters, study prints, maps, globes, dioramas, models, kits and realia are readily available and easily accessible to both students and teachers through the building LRC.		

Facilities and Furniture

Elementary			
Under 100	Centralized collection	LRC room plus storage area	LRC room seating largest class plus 10, plus storage area
Elementary			
101–200	LRC room plus storage space	LRC room plus storage area	LRC room seating largest class plus 10, plus storage area
201 and above	LRC seating minimum of 40 plus 5% of enrollment equipped for listening and viewing. In addition there should be conference, storage, work, and office areas.	LRC seating minimum of 40 plus 8% of enrollment, equipped for listening and viewing. In addition there should be conference, storage, work, and office areas.	LRC seating minimum of 40 plus 10% of enrollment (some seating in carrels) equipped for listening and viewing, plus flexible instruction area. In addition, there should

Facilities and Furniture—Cont.

	Minimum	*Good*	*Excellent*
			be storage, work, office and conference areas.
Secondary	LRC seating minimum of 50 plus 5% of school enrollment (including individual study carrels), equipped for listening and viewing. In addition, there should be office, work, and storage areas, plus flexible instruction and conference areas.	LRC seating minimum of 50 plus 10% of school enrollment (including carrels for at least 1/4 of the total seating), equipped for listening and viewing, plus flexible instruction and conference areas. In addition, there should be storage, work, and office areas.	LRC seating minimum of 50 plus 15% of school enrollment (including carrels for at least 1/4 of the total seating), equipped for listening and viewing, plus flexible instruction and conference areas. In addition, there should be storage, work, and office areas.
Elementary and Secondary	Closed-circuit television. Classrooms should have a television antenna outlet fed by a distribution system. Each district should have available for its use television equipment which would allow the origination, display, and storage of televised information when needed to support the instructional program.		
	Adequate light control in every classroom.		

Audiovisual Equipment

	Minimum	*Advanced*
Elementary:		
16mm Sound projector	1 per 8 classrooms	Sufficient quantity to insure that requests for use can be met
8mm Silent projector (cartridge-type)	1 per 10 classrooms	Sufficient quantity to insure that requests for use can be met
Filmstrip, slide, or combination filmstrip-slide projector, or sound filmstrip projector	1 per 4 classrooms	Sufficient quantity to insure that requests for use can be met
Micro-projector	1 per school *	Sufficient quantity to insure that requests for use can be met
Overhead projector (10x10) classroom type	1 per 4 classrooms	1 per classroom
Overhead projector auditorium type	1 per building *	Appropriate number for large group instruction
Opaque projector	1 per building *	Sufficient quantity to insure that requests for use can be met
Projection screens	1 wall-mounted screen per room. Large portable screen for auditorium or large group instructional area	Sufficient quantity to insure that requests for use can be met
Projection carts	As needed	As needed
Filmstrip viewer	1 per classroom	Sufficient quantity to insure that requests for use can be met

211

Audiovisual Equipment—Cont.

	Minimum	*Advanced*
TV receivers	1 per class at the level having the greatest number of sections, plus 1, where programs are available. Minimum of 1 where programs are not available	1 per classroom (if programs are available)
Radio receivers	1 per school (battery-operated)	Sufficient quantity to insure that requests for use can be met
Record players	1 per classroom K–3 1 per grade level 4–6	Sufficient quantity to insure that requests for use can be met
Tape recorders	1 per 5 classrooms 1 set of earphones per tape recorder (where listening stations are utilized 6–10 earphones are needed)	Sufficient quantity to insure that requests for use can be met
Video-tape recorders	2 per school district (plus TV cameras, microphones and lighting equipment) would be desirable at the present time for pilot programs. This field is in a state of change and development; no specific recommendations will be made at this time.	
EXAMPLES OF EQUIPMENT USEFUL FOR LOCAL PRODUCTION WHICH SHOULD BE:		
	Papercutter Transparency production equipment Spirit duplicator Primary typewriter Dry mount press and tacking iron Polaroid camera 35mm camera and accessories as needed Film rewind Film splicer (8–16mm) Tape splicer	Add to minimum list as new developments take place and/or demonstrated needs of teachers warrant
Secondary:		
16mm Sound projector	1 per 8 teaching stations	Sufficient quantity to insure that requests for use can be met
8mm Silent projector (cartridge-type)	1 per 8 teaching stations	Sufficient quantity to insure that requests for use can be met
Filmstrip, slide, or combination filmstrip-slide projector or sound filmstrip projector	1 per 4 teaching stations	Sufficient quantity to insure that requests for use can be met
Micro-projector	1 per school	Sufficient quantity to insure that requests for use can be met
Overhead projector (10x10) classroom type	1 per 4 teaching stations	1 per teaching station
Overhead projector auditorium type	1 per building	Appropriate number for large group instruction
Opaque projector	1 per building	Sufficient quantity to insure that requests for use can be met

Audiovisual Equipment—Cont.

	Minimum	*Advanced*
Projection screens	1 wall-mounted screen per room with keystone eliminator bracket. In mounting screen, consideration should be given to height and viewing angle. Large portable screen for auditorium or large group instructional area	Sufficient quantity to insure that requests for use can be met
Projection carts	As needed	As needed
Filmstrip viewer	1 per teaching station	Sufficient quantity to insure that requests for use can be met
TV receivers	1 per department where programs are available. Minimum of 1 per building where programs are not available	1 per teaching station where programs are available
Radio receivers	1 per building (Battery-operated or plug-in as long as one is battery-operated)	Sufficient quantity to insure that requests for use can be met
Record players and/or tape recorders	1 per 4 teaching stations; 1 set of earphones per tape recorder	Sufficient quantity to insure that requests for use can be met
Video-tape recorders	2 per school district (plus TV cameras, microphones and lighting equipment) would be desirable at the present time for pilot programs. This field is in a state of change and development; no specific recommendations will be made at this time.	
EXAMPLES OF EQUIPMENT USEFUL FOR LOCAL PRODUCTION WHICH SHOULD BE:		
In the Learning Resources center	Paper cutter Transparency production equipment Spirit duplicator Primary typewriter Dry mount press and tacking iron Polaroid camera 35mm camera and accessories as needed Film rewind Film splicer (8–16mm) Tape splicer	Add to minimum list as new developments take place and/or demonstrated needs of teachers warrant

WEST VIRGINIA

Issuing Agency: State Department of Education

Official Published Sources: *Comprehensive Educational Program for West Virginia Schools (Draft)* and *Handbook on Planning School Facilities*

Program

Minimum Offerings:

1. Educational media services are provided for all students at all levels of the educational program through school building media centers, county media centers, and/or regional media centers.
2. There is a planned program of media instruction incorporated into the county curriculum for all grade levels.
3. The media center is utilized only as a teaching-learning facility.
4. There is a county media center committee whose responsibility is to establish policy and to advise in the development and implementation of the county media programs and to provide list for standardizing media within the system. This committee shall be appointed by the superintendent and shall include county media specialists.

5. Provision is made for updating all teaching, administrative, and supervisory personnel in methodology and utilization of media.
6. All curriculum and textbook committees include a media specialist.

Enrichment criteria:

7. Educational media services are provided for all students through a media center in each school building and a county media center which provides supplementary media services.
8. Provision is made to evaluate the effectiveness of the educational media program.
9. Effort is made to improve classroom instruction through innovation media practices.

Expected Measurable Program Outcomes:

Primary:

1. By completion of the primary level, the child can and will select and use materials on his level of comprehension and interest.
2. The child manifests a curiosity concerning the world about him as evidenced by a continuing interest in using the resources in a media center.
3. During the primary level, the student will be able to use proficiently such equipment as, but not limited to, projectors, record players, tape recorders, and filmstrip viewers.

Intermediate:

4. By the completion of the intermediate level, the student demonstrates his ability to perform research activities relative to the school's instructional program and his personal interests through use of educational media resources.
5. The student demonstrates a continuing desire to learn as evidenced by increasing demands upon educational media facilities.
6. The student, through the use of the media center resources, demonstrates ability to make wise selection of materials for leisure and recreational activities.

Secondary:

7. By the completion of the secondary level, when given a specific assignment requiring research, the student demonstrates proficiency in the use of a wide variety of educational media, as evidenced by his ability to search out, organize, and report.
8. By the completion of the secondary level, the student can locate information by identifying at least five bibliographic sources of information in an area of interest to him.
9. The student, through the use of the media center resources, demonstrates the ability to select materials for leisure and recreational activities.
10. The student demonstrates a continuing desire to learn as evidenced by his increasing demands upon educational media facilities.

Resources

Minimum Offerings:

1. Provision is made for updating of materials with selection of new materials made from nationally accepted resource lists and bibliographies.
2. There is a media center committee in each school to advise on the selection of materials and equipment.
3. The basic collection in the media center meets the minimum standards as set forth in the *Standards for School Media Programs* (ALA and NEA, 1969)

Books	Transparencies
Periodicals	Graphic Materials
Filmstrips	Maps and Globes
8mm films	Other Materials
16mm films	Professional Materials
Recordings	Microform

Facilities and Furniture

Learning Resource Center:

Factors influencing the location of this center, include: Isolation from noisy areas of the building, convenient access to general purpose (academic) classrooms and located so that expansion of the center may be made if needed.

Location should permit use of the center before and after school hours, evenings, Saturdays, etc. Extended hours of service are more easily administered when the media center is accessible without opening the entire school.

The recommendations for space may have to be expanded or adapted to meet the needs of the instructional program of a particular school or to fit functionally into such architectural plans as schools within schools.

Specifications for space are based on an enrollment of 1,000 students or fewer and will need to be increased proportionally in larger schools.

Reading/Browsing Area:

Size: 40 feet per reader.

Capacity: Ten percent of the total student body. Provision should be made for additional seating with wet and dry carrels for individual study and listening to records, tapes, etc.

Equipment and Facilities:

A. Circulation desk.
B. Tables of various sizes, shapes and chairs.

214

(All furniture should be sized to the students using it.)

C. Card catalogs.
D. Vertical files.
E. Reference stands for dictionaries.
F. Atlas stand.
G. Display cases and bulletin boards.
H. Informal reading area—periodicals and books, lounge type furniture.
I. Book trucks.
J. Wet and dry carrels.
K. Movable shelving—six feet in junior high school and not more than seven feet from floor in high schools and counter height shelving as needed for reference materials.
L. Electrical outlets available. Duplex service receptacles should be installed on all walls. Sufficient branch electrical circuits service should be in each room.

Where there is to be specialized facilities such as language labs, study carrels, micro teaching, television, etc., provision should be made for electrical service in the floor.

Conduits provided to permit future installations of computer terminals, television and other electronic instructional devices.

System conduits should be at least one and one-half inches in diameter in order to provide for installation of television and other teaching devices as indicated above.

M. Acoustical treatment in this area is essential. Use of audio devices mandates acoustical treatment of walls, ceilings and floors in media centers, etc.
N. Carpeting.
O. Light control. Adequate provision for controlling the light level in instructional areas is essential. (For efficient use of projection type materials, the light in the room, particularly in the area of the projection surface should not exceed one-tenth foot candle).
P. For preservation of book and non-book materials and equipment, temperature and humidity control are essential. Air conditioning of media center and production area is recommended.

Learning Resources, Director's Office:

Size: Office space depending upon size of staff: one person approximately 100–150 square feet.

Location: The director's office should be located adjacent to and connected with the reading/browsing area. A glass partition should be placed in the wall between this area and the office.

Activities: The director's office should not serve as the work room.

Maintenance, repair, and work area:

Size: 300–400 square feet.

Location: Readily accessible to the office and the reading/browsing area.

Activities: Processing, maintenance and minor repairs of book, non-book and equipment.

Equipment and Facilities:

A. Counter tops.
B. Storage cabinets.
C. Typewriters.
D. Sink.
E. Electrical outlets.
F. Shelving.

Production area (including photographic darkroom):

Size: 800–1,000 square feet.

Location: Readily accessible to corridor and reading/browsing area.

Activities: Production of photographic, graphic, and audio materials.

Equipment and Facilities:

A. Refrigerator.
B. Sink with running water.
C. Electrical outlets.
D. Exhaust fan.
E. Standard darkroom equipment.
F. Light control.
G. Floor drains.
H. Air conditioning.
I. Basic graphic production equipment.
J. Basic audio production equipment.
K. Duplicating equipment.

Viewing/Listening areas:

Size: 150–200 square feet with provision for subdivision into viewing/listening or conference areas by movable walls.

Location: Accessible to reading/browsing area.

Activities: seminars, previewing, small group seminars, listening, recording.

Equipment and Facilities:

A. Adequate electrical outlets.
B. Acoustical treatment.
C. Light control of each small area.

Equipment Storage area:

Size: 400 square feet.

Capacity: Storage of all AV equipment during vacation period.

Location: Adjacent to work room. Limited access with provisions for maximum security.

Activities: Storage and circulation.

215

Equipment and Facilities:

A. Temperature, humidity and dust control.
B. Locking storage cabinets.
C. Minimum three foot door with lock without threshold strip.
D. Fire protection.

Periodical, book and newspaper storage area:

Size: 150–200 square feet.

Location: Adjacent to reading/browsing area.

Activities: Storage of periodicals, newspapers, books and non-circulating materials.

Equipment and Facilities:

A. Eighteen inch shelving.
B. Work table.
C. Temperature and humidity control.

Audiovisual Equipment

Minimum offerings:

The basic equipment in the media center meets the minimum standards as set forth in the *Standards for School Media Programs* (ALA–NEA, 1969)

16mm projector	Record player
8mm projector	Audio tape recorder
Slide projector	Listening Stations
Sound projector	Projection cart
Filmstrip projector	Projection screen
Overhead projector	Closed circuit television
2 x 2 Slide projector	Copying machine
Opaque projector	Duplicating machine
Filmstrip viewer	Micro-reader and/or printer
TV receiver	Production equipment and facilities
	Portable video tape recorder
	Others

WISCONSIN

Issuing Agency: Department of Public Instruction

Official Published Source: *Standards for School Media Programs, 1972–75*

Program

Library and audiovisual programs:

Serve students by:

- Providing materials of varying levels of difficulty and on a wide variety of subjects
- Giving increased dimensions to learning through access to a variety of media and equipment
- Indexing all learning materials (print and audiovisual) that are available in the building
- Teaching how to locate and use materials
- Teaching how to evaluate materials
- Teaching how to relate to outside sources for additional information
- Providing an atmosphere for individual, large group, and small group inquiry.
- Developing skills in the production of learning materials
- Providing story hours
- Encouraging creativity

Serves teachers by:

- Assisting in selection and gathering of materials for units
- Aiding in correlation of unit materials and activities
- Assisting in the planning and production of various teaching materials
- Providing information on new materials and techniques
- Providing information on available outside resources
- Cataloging all instructional materials that are available in the building
- Providing inservice training including methods of using and evaluating materials and evaluation techniques
- Providing a professional library
- Providing examination and previewing facilities
- Scheduling materials and equipment for maximum use
- Organizing and managing resource centers
- Providing inservice training in the use of audiovisual equipment.
- Assisting teachers in systems approach to instructional design

Assist administrators by:

- Supporting the total school curriculum with materials and services
- Providing central purchasing of learning materials and equipment
- Providing inservice training
- Avoiding unnecessary duplication of learning materials
- Providing a central collection of statistical data, area facts, buying guides, and other pertinent information
- Relating with other IMCs and libraries in the area

- Providing distribution of materials and equipment
- Providing continuous orientation to new ideas
- Providing for maintenance of equipment
- Providing an area for production of instructional materials
- Maintaining a constant and complete inventory of all learning materials equipment

Resources

Item	*Basic (Minimum)*	*Advanced*
Books	8,000 or 12 volumes per pupil, whichever is greater	10,000 or 15 volumes per pupil, whichever is greater
Magazines	25 (Elementary, K–6) 50 (Elementary, K–8) 75 (Junior High) 100 (Senior High)	40 65 100 150
Newspapers	3 (Elementary) 6(Secondary)	6 10
Pamphlets	Pamphlets, government documents, catalogs of colleges and technical schools, vocational information, clippings, and other materials appropriate to the curriculum and interests of the students should be provided.	
Filmstrips and sound filmstrips	500 titles or 1 per pupil, whichever is greater; duplicates as needed	750–1,000 titles representing 1,000–1,500 prints or 3 prints per pupil, whichever is greater; duplicates as needed.
Recordings, reel-to-reel and cassette tapes and disc, exclusive of electronic lab materials	1,000 titles or 2 per pupil, whichever is greater	1,500–2,500 titles or 6 per pupil, whichever is greater; duplicates as needed
16mm films	1 per teaching station with minimum of 500 titles and duplicates as needed, or average of 6 rentals per teaching station per school year	1 per teaching station with minimum of 1,000 titles and duplicates as needed or average of 12 film rentals per teaching station per school year
8mm films	250 titles or 1 per student, duplicates as needed	500 or 1 1/2 per student; duplicates as needed
2 x 2 slides	2,000 professionally prepared	3,000 professionally prepared
Transparencies and masters	1,000 plus a selection of subject masters	2,000 plus a selection of subject masters
Art prints	300 with duplicates as needed	500 with duplicates as needed
Globes	1 per 5 teaching stations and 2 in media center; in addition special globes available centrally	
Maps	1 for each region studied and special maps (economic, weather, political, historical, and others); duplicate maps available for each class section requiring maps at the same time, the number to be determined by sections of students and availability of maps on transparencies and filmstrips; wall maps for teaching stations	
Microfilm	To be purchased as available on topics in curriculum; most used periodical titles indexed in *Readers' Guide* and newspaper files obtained as needed for reference.	
Replicas, educational games, dioramas, art objects, kits, programed instruction, models, realia, video tapes	A wide variety of these media should be available with no one item dominating the program.	

Resources—Cont.

Item	*Basic (Minimum)*	*Advanced*
Professional materials		
Books	300	600
Magazines	30	50

(with *Educational Index* and duplicates as needed)

Government documents, audio and video tapes, pamphlets, educational materials, catalogs and brochures of museums and sites of educational value, television and radio program guides and manuals, field trip evaluations, releases of teachers' organizations and associations, announcements of professional meetings, workshops, courses, and other programs for continuing education.

Facilities and Furniture

Location:

Should make it possible for center to stay open after regular school hours within reasonable limits of maintenance costs and with adequate security measures. Should be located on ground floor, with outside entrance, and provisions for remaining open when rest of school plant is closed.

The design, facilities, and arrangement of the IMC are planned for the convenience and comfort of the users. In planning facilities for an Instructional Materials Center, for the main reading, listening, and viewing area, space allotted should be based on seating 15 percent of the student enrollment at 40 square feet per student. Additional space is needed for conference rooms, office-workroom, media production, maintenance, storage, and other functions.

Audiovisual Equipment

Item	*Basic*	*Advanced*
16mm projector	1 per 4 teaching stations plus 2 in IMC	1 per 2 teaching stations plus 4 in IMC
8mm film loop projector	1 per 3 teaching stations plus 10 in IMC	1 per 2 teaching stations plus 15 in IMC
2 x 2 remotely controlled slide projector	1 per 5 teaching stations plus 2 in IMC	1 per 3 teaching stations plus 4 in IMC
Filmstrip or filmstrip-slide projector	1 per 5 teaching stations plus 2 in IMC	1 per 2 teaching stations plus 4 in IMC
Sound filmstrip unit	1 per 5 teaching stations plus 3 in IMC	1 per 3 teaching stations plus 5 in IMC
10 x 10 Overhead projector	1 per 2 teaching stations plus 2 in IMC	1 per teachilng stations plus 2 in IMC
TV receiver (minimum 23 inch screen) on cart	1 per 20 pupils for the maximum number of pupils viewing programs at any one time	1 per teaching station where programs are available plus 1 in IMC
Filmstrip viewers	1 per teaching station plus 5 in IMC	1 per teaching station plus 15 in IMC
Listening stations	Portable listening station with 6–10 earphones at a ratio of 1 per 5 teaching stations plus 2 per IMC suitable for use with record player, tape recorder, or motion picture projector	Same as basic, except at a ratio of 1 per 3 teaching stations plus 4 in IMC; 1 set of earphones for each piece of audio equipment for individual use.
Overhead projector (10 x 10 auditorium type)	1 for each large group instructional area	
Opaque projector, with adequate light control	1 per building	1 per floor plus 1 in IMC

Audiovisual Equipment—Cont.

Item	*Basic*	*Advanced*
Video tape recorder	1 per 15 teaching stations with a minimum of 1 per building	1 per 5 teaching stations with a minimum of 2 per building
Micro-readers, some with microfiche attachments, only if materials available	1 per IMC	1 per 10 teaching stations located in IMC
Micro-reader-printer	1 per IMC; only if materials available	
Micro projector	1 per school	1 per science room
Record player	1 per 10 teaching stations (high school); 1 per teaching station (K–3); 1 per grade level (4–6); plus 2 in IMC (K–12)	1 per 5 teaching stations plus 2 in IMC (high school); 1 per teaching station plus 3 in IMC (K–6)
Audio tape recorder	1 per 5 teaching stations plus 10 in IMC	1 per 4 teaching stations plus 2 in IMC
Cassette tape recorder	2 per teaching station plus 1 in IMC	5 per teaching station plus 20 in IMC
Projection cart	1 for each piece of heavy equipment	1 permanently assigned to each classroom
Light control	Every classroom should have adequate light control. "Adequate" implies the availability of facilities to control light to the extent that all types of projected media can be utilized effectively.	
Radio receiver (AM–FM)	1 per elementary classroom and 1 per 10 teaching stations (high school), or central distribution plus 1 in IMC	1 per elementary classroom; 1 per 5 teaching stations in high school or central distribution plus 2 in IMC
Projection screen	One permanently mounted screen per classroom plus portable screens as needed. Permanent screen no smaller than 70 x 70 with keystone eliminator. Screen for auditorium and/or large group instructional area	
Production equipment (per building)	Dry mount press and tacking iron, large paper cutter, transparency production equipment, 16mm camera, 8mm camera, 35mm still camera with copy lens and flash attachments, Polaroid camera, spirit duplicator, primary typewriter, photographic simple copy camera and stand, light table, film rewinds, film splicer (8 and 16mm), audio tape splicer, mechanical lettering devices, manual lettering kit, film and tape cleaning and maintenance equipment, kit of basic hand tools, slide sorter, thermal copier, work table, drawing board	Add to basic list: additional lettering devices, slide reproducer, tape duplicator (reel to reel and cassette), 35mm viewer, Diazo copier, photocopier, stencil cutter, bulk tape eraser, refrigerator for storing chemicals and film, headliner, offset press

WYOMING

Issuing Agency: State Department of Education

Official Published Source: *Wyoming School Library Standards*

Program

The program of services should include:

1. Orientation programs for pupils and faculty
2. Institution in the use of the library and library materials
3. Provisions for reference and research work
4. Reading guidance
5. Cooperation with teachers on book lists, bibliographies, and the coordination of classroom and library materials.
6. Time spent in the classroom by the librarian working with the teacher and promoting student library activities
7. Participation in curriculum planning
8. Cooperation with public libraries.

Resources

Collections shall contain a balanced distribution of titles in all classifications: fiction, nonfiction, and general reference. They shall not contain textbooks.

Books:

Rural schools—There should be a basic reference collection, selected from such aids as *Children's Catalog* and *A Basic Book Collection for Elementary Schools*. Under the direction of the county or district superintendent, a school library materials center should be established to serve schools too small to support an adequate sized library. This school library center should circulate books and materials to the rural as well as to other small schools.

Schools with fewer than 100 pupils: Minimum collection of 2,000 titles, including basic reference collection selected from such selection aids as standard catalogs for elementary, junior high, and high school and ALA's basic book collection series. (Set of encyclopedias counts as one title.)

Schools enrolling 100–250 pupils: Minimum collection of 2,000 titles selected from sources mentioned above, plus 10 books per pupil.

Schools enrolling 250–400 pupils: Minimum collection of 2,000 titles selected from sources mentioned above, plus 8 books per pupil.

Larger schools: Minimum of 2,000 titles selected from sources listed above, plus 6 books per pupil.

Periodicals:

Selected to represent all subject areas and from *Abridged Readers' Guide* and ALA basic book collections.

Elementary schools with 100 or fewer pupils—10 periodical titles; Secondary schools with 100 or fewer pupils—20 periodical titles.

Larger schools should increase the number and diversity of the periodical collection accordingly.

Newspapers:

1 or more daily metropolitan newspapers

1 or more local newspapers

Vertical File Materials:

Includes pamphlets, pictures, occupational materials, maps, etc., including local and State activities.

Audiovisual Materials:

Should form a part of the library collection and be cataloged, accordingly. Collection should include films, filmstrips, slides, transparencies, discs, tapes, pictures, charts, models, and other media.

Facilities and Furniture

Adequate school library quarters based on standards set forth in *Standards for School Library Programs* (ALA, 1960).

School libraries should be located in building for easy accessibility. Provisions should be made for a reading room or area and a workroom or area.

Schools with several teachers should have a central library large enough to seat the largest class, and equipped with functional shelving, tables and chairs of appropriate heights, a card catalog, a vertical file, and book trucks and a desk.

Schools enrolling 500 pupils and over should provide seating in the library area for at least 8 percent of the enrollment.

GUAM

Issuing Agency: Department of Education

Official Published Source: *ESEA Title II, School Library Resources, State Plan and Guidelines*

Resources

Phase I	*Phase II*	*Phase III*	*Phase IV*
Books			
6,000 volumes representing 3,000 titles or 10 books per student, whichever is greater.	8,000 volumes representing 3,000 titles or 12 per student, whichever is greater	10,000 volumes representing 5,000 titles or 15 books per student, whichever is greater	6,000 at least to 10,000 titles or 20 volumes per student, whichever is greater.
Periodicals			
Elem.: 10–20	21–30 titles	31–40 titles	41–50 titles
JHS.: 25–50	51–75 titles	76–100 titles	101–125 titles
SHS.: 50–75	76–100 titles	101–125 titles	126–175 titles
Newspapers			
3–6	3–6	3–6	3–6
Pamphlets; models, kits, realia, replicas, art objects, slides, programed instruction, microform, video tapes, pictures			
Adequate supply appropriate to curriculum and needs of students.			
Study prints			
50 sets	100 sets	150 sets	200 sets
Art prints			
250 prints	500 prints	750 titles	1,000 prints
8mm film loops			
50 titles	200 titles	350 titles	500 titles
Professional Collection			
Books			
at least 200	500 titles	750 titles	1,000 titles
Audiovisual materials			
As needed and readily available for use			
Periodicals			
at least 20	30–40 titles	40–50 titles	50 or more titles
Filmstrips			
500 prints	500 titles or 1 per student, whichever is greater	750 titles representing 1,000 or 2 per student, whichever is greater	1,000 titles representing 1,500 prints or 3 per student, whichever is greater
8mm films (single concept/regular length)		450 films	1 1/2 films per student with at least 500 titles supplemented by duplicates
150 films	300 films		
16mm films			
Recommended access to a minimum of 3,000 titles supplemented by duplicates and rentals.			

Facilities and Furniture

Phase I	*Phase II*	*Phase III*	*Phase IV*
Quarters and Facilities:			
Available to seat the largest class	Space for 5% of enrollment or largest class plus 10	Space for 10% of enrollment	Space for 15% of enrollment. No more than 100 students seated in one area

Space Recommendations:

Functions	*Special aspects*	*Space in sq. ft.*
Entrance	Displays and exhibits, copying equipment, card catalogs, periodical indexes	800–1,000
Circulation and distributions		
Reading and browsing	No more than 100 students should be seated in one area	Space based on 15 percent of student enrollment at 40 sq. ft. per student (schools with fewer than 350 should provide space for at least 50 pupils)
Individual study and learning	30–40 percent of seating capacity for individual study areas, equipped with power and capability of electronic and response systems and television outlets; area should be ducted for power and coaxial distribution Where carrels are used suggested size is 36 in. wide and 24 in. deep, equipped with shelving and media facilities, including electrical power, television and response outlets. Linear and other types of shelving for all types of materials	The instructional program in some schools may require that 1/3 to 3/4 of the student population be accommodated in the media center(s)
Conference rooms	Movable walls to allow for combining areas Electrical and television outlets and acoustical treatment One room, acoustically treated, with typewriters for student use	3–6 rooms with 150 sq. ft. each
Small group viewing and listening	In addition to space provided for conference rooms Electrical and television inputs and outlets, permanent wall screen, and acoustical treatment	200
Group projects and instruction in research	Flexible space, the equivalent of a classroom area, equipped for instructional purposes and needs	900–1,000
Administration	Office space for 4 professional staff members Media program planning area	600–800
Workroom	The amount of space recommended will have to be increased if centralized cataloging and processing services are not available from a system media center	300–400

222

Functions	*Special aspects*	*Space in sq. ft.*
Maintenance and repair service	Major service to come from system center	120–200
Media Production Laboratory	Sinks, running water, electrical outlets	800–1,000
Dark room	Light-proof and equipped with light locks	150–200
Materials and equipment storage for production	Necessary temperature and humidity control	120
Stacks	Stacks for overflow books and audiovisual materials	400–800
Magazine storage	Space for back issues of magazines, readily accessible for use	250–400
Audiovisual equipment; distribution and storage	Decentralized storage in large schools	400–600
Center for professional materials and faculty	Designed as a teachers' conference room Adjacent to media production laboratory	600–800
Television Studio	A soundproof studio with ceilings 15 ft. high and doors 14 ft. by 12 ft.	40 ft. by 40 ft. studio with necessary control space
Storage	For television properties, visuals, etc.	800–1,000
Office with work space	Place back-to-back with television studio	1,200
Radio	May be near television facilities	20 ft. by 25 ft. studio with necessary control space
Computerized learning laboratory	Facilities to have response capability	900–1,000
Storage and control center for remote access		
Atlas stand		
Book trucks		
Bulletin board, chalk board		
Card catalog—1,000 cards per drawer—5 cards per material		
Carrels—wet and dry		
Charging desk		
Dictionary stands		
Exhibit case		
File cabinets		
Lounge chairs		
Newspaper rack		

Environment: Center should have a pleasant atmosphere and inviting in appearance. It should have good lighting, acoustical treatment, and temperature and humidity control necessary for the comfort of its users and for the preservation of materials. A sufficient number of electrical outlets should be provided. Floor covering must be made of noise-reducing materials. Carpeting is recommended.

Functions	*Special aspects*	*Space in sq. ft.*
Furniture:	Shelving Books	
	Number of books per 3 feet of shelf:	
	Regular library books	30
	Reference books	18
	Picture books	60
	Height of shelf	5–6 feet
	Width of shelf	3 feet
	Depth of shelf	8–12 feet
	Periodicals	
	Depth of shelf—slanting	16 inches
	Depth of shelf—across	12 inches
	Depth of storage shelves	12–15 inches
	Picture books—Picture book tables with benches	
	Records—Display bins	
	Tables—Variety of height suitable for children	
	Height	25–28 inches
	Length	5–6 feet
	Width	3–feet
	Diameter	4 feet (round tables)
	Chairs—Variety of heights, comfortable	
	Height	14–17 inches
Files—Legal size Sufficient to house materials		
Audio Visual Materials and Equipment Storage Sufficient storage units		

Audiovisual Equipment

	Phase I	*Phase II*	*Phase III*
16mm Sound projector:			
1 per 10 classrooms and 1 per media center	1 per 6 classrooms and 1 per media center	1 per 4 classrooms and 1 per media center	1 per 2 classrooms and 5 per media center
8mm Loop projector:			
1 per building	1 per 2 grades	1 per grade	10 in media center
8mm Loop super projector:			
5 per building	1 per 10 classrooms plus 10	1 per 3 classrooms plus 10	1 per classroom plus 10
2x2 Slide projector:			
5 per building	1 per 7 classrooms	1 per 5 classrooms plus 2	1 per 3 classrooms plus 5 per media center
Record player:			
1 per class K–3 1 per grade 4–6 1 per media center	1 per class K–6 1 per 5 classrooms plus 1 media center	1 per class K–6 1 per 5 classrooms plus 5 media center	1 per classroom in secondary schools plus 5 per media center
Earphones:			
1 set of 6 per record player and tape recorder			

224

Audiovisual Equipment—Cont.

	Phase I	*Phase II*	*Phase III*
Audio tape:			
1 per 10 classrooms plus 2	1 per 5 classrooms plus 2	1 per 2 classrooms plus 5	1 per classroom plus 10
Projection carts:			
One per portable piece of equipment, must have a power cord			
TV:			
Provisions for it should be included in all new buildings for all classrooms and media center			
Micro-reader:			
1 per 10 classrooms located at media center		1 per 5 classrooms located at media center	
Projection screen:			
One permanently mounted in every classroom			
Radio receiver:			
1 per media center plus central distribution (AM–FM)		3 per media center plus central distribution (AM–FM)	
Filmstrip projector:			
2 per building	1 per 7 classrooms plus 1	1 per 3 classrooms plus 1	1 per classroom plus 4 per media center
Sound filmstrip projector:			
2 per building	1 per 15 classrooms plus 1	1 per 10 classrooms plus 1	1 per 5 classrooms plus 2 media center
10x10 Overhead projector:			
5 per building	1 per 2 classrooms	1 per classrooms plus 2	1 per classrooms plus 4 per media center
Opaque projector:			
1 per building	1 per 25 classrooms plus 1	1 per 20 classrooms plus 1	1 per 15 classrooms plus 1
Filmstrip viewer:			
1 per classroom	1 per classroom plus 5	2 per classroom plus 10	3 per classrooms plus 15
2x2 Slide viewer:			
1 per media center	1 per 10 classrooms	1 per 5 classrooms plus 1	1 per classroom plus 1
Video tape recorder:	1 per building		
Copying machine:			
1 per center	1 per 30 classrooms plus 1		1 per 20 classrooms plus 1
Duplicating machine:			
1 per media center	1 per 30 classrooms plus 1		1 per 20 classrooms plus 1
Dry mount press:			
1 per media center	1 per 30 classrooms plus 1		1 per 20 classrooms plus 1

VIRGIN ISLANDS

Issuing Agency: St. Croix Library Association

Official Published Source: *Standards for School Library Programs in St. Croix, U.S. Virgin Islands*

Program

Objectives:

1. Participate effectively in the school program as it strives to meet the needs of pupils, teachers, parents, and other community members.
2. Provide young people with the library materials and services most appropriate and most meaningful in their growth and development as individuals.
3. Stimulate and guide pupils in all phases of their reading and learning so that they may find increasing enjoyment and satisfaction and may grow in critical judgment and appreciation.
4. Provide an opportunity through library experiences for young people to develop helpful interests, to make satisfactory personal adjustments, and to acquire desirable social attitudes.
5. Help young people to become skillful and discriminating users of libraries and of printed and audiovisual materials.
6. Introduce pupils to community libraries as early as possible and cooperate with these libraries in their efforts to encourage continuing education and cultural growth.
7. Work with teachers in the selection and use of all types of library materials which contribute to the teaching program.
8. Participate with teachers and administrators in programs for continuing professional and cultural growth of the school staff.
9. Cooperate with other librarians and community leaders in planning and developing an overall library program for the community.

Resources

Book collection: Minimum size of book collections: In schools having 200–999 students, at least 6,000–10,000 books; in schools having 1,000 or more pupils, 10 books per student.

Magazines: Minimum number of current magazine subscriptions:

Elementary (K–6)	25 titles
Junior High	70 titles
Senior High	120 titles

Plus at least 5 titles in the areas of librarianship and instructional materials

Newspapers: Minimum of 3–6 titles

Audiovisual materials: Filmstrips, films, records, tapes, pictures, slides, realia, etc.
The collection must be large enough to meet classroom needs and to provide a wide coverage of subject matter for use by individual students.

Professional materials for faculty:

Books: At least 200–1,000 titles

Magazines: At least 25–50 professional magazines titles

Facilities and Furniture

Reading room area: Accommodates at least 10 percent of enrollment in schools 551–up in enrollment, and 45–55 students in schools 220–550 in enrollment. No more than 100 students are seated in one reading room. The room has dimensions based on an allowance of 30–35 square feet per reader.

Listening and viewing area: Space and equipment must be provided in the library for the listening and viewing activities of students and teachers. Where the library is the center for audiovisual materials, the library quarters include sufficient space for the storage, distribution, and repair of audiovisual materials and equipment. In schools with enrollments up to 500, one workroom-storage area may serve both printed and audiovisual materials and equipment, allowing for about 400 feet. In schools with enrollments above 500, more space is needed.

Conference room area:	All libraries in schools having fewer than 1,000 students need at least one conference room and libraries in larger schools need two or more. Conference rooms are to be located adjacent to and connected with the main reading room, with a minimum of 120 square feet of space in each room.
Classroom area:	The classroom is an essential part of the school library. The classroom adjoins the main reading room.
Other areas:	A room or separate space for the collection of professional materials for teachers. A magazine room or area for current periodicals and back issues of periodicals.

Audiovisual Equipment

16mm Sound Projector:	1 per 300 students, at least 1 per building or floor
Filmstrip and Slide Projector:	1 per 300 students, at least 1 per building or floor
Opaque Projector:	1 per building
Record Player:	1 per kindergarten, 1 per 5 other classrooms, at least 2 per building, at least 1 equipped with earphones.
Tape Recorder:	1 per 300 students, at least 1 per building or floor
Projection Screen:	1 per 2 classrooms
Overhead Projector:	1 per building
Radio Receiver (AM–FM):	1 per 5 classrooms, at least 2 per building where programs are available.
Television:	1 per 5 classrooms, at least 2 per building where programs are available.

Appendix C.

SCHOOL LIBRARY BILL OF RIGHTS FOR SCHOOL MEDIA PROGRAMS *

The American Association of School Librarians reaffirms its belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the school library media center is:

To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards.

To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.

To provide a written statement, approved by the local Boards of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers.

To provide qualified professional personnel to serve teachers and students.

* Adopted in 1969 by the American Association of School Librarians, a division of the American Library Association and an associated organization of the National Education Association.

Appendix D.

TABLES

Table 1.—General areas covered by State standards for school media programs, 1974

States or outlying areas (1)	Programs of School Media Services (2)	School Media Personnel (3)	School Media Center Resources (4)	School Media Expenditures (5)	Facilities and Furniture (6)	Audiovisual Equipment (7)	Organization and Schedule (8)
Alabama	S	ES	ES	ES	ES		S
Alaska	—	....	....	....	....	....	....
Arizona	—	....	....	....	....	....	....
Arkansas	ES	S	ES	ES	....		X
California	X	ES	X		X	X	X
Colorado	X	X	X	X	X	X	X
Connecticut		X	X		X	X	
Delaware	X	X	X	X	X	X	X
District of Columbia		X	ES	ES			
Florida	X	X	X		X	X	X
Georgia		ES	X	EJS	X		
Hawaii	X	ES	ES		ES	X	
Idaho	X	X	X	X	X	X	
Illinois	X	ES	ES	X	X	X	
Indiana	X	X	X	X	X	X	
Iowa	ES	ES	ES	X	ES	ES	ES
Kansas	X	X	EJS	ES			X
Kentucky	X	X	X	X	X	X	X
Louisiana	X	ES	X	X	X	X	
Maine	X	X	ES	X	X	ES	X
Maryland	X	X	EJS	X	X	X	X
Massachusetts	....	....	....	....	....	....	—
Michigan	X	X	X		X	X	
Minnesota	X	X	X	X	X		X
Mississippi	ES	ES	ES	ES	ES	E	S
Missouri		EJS	X	X	ES		
Montana	X	ES	ES	ES	ES		X
Nebraska	X	X	X		X		
Nevada		X	X		X	X	
New Hampshire	E	ES	ES	E	X		X
New Jersey		X	X	X	X	X	
New Mexico	X	ES	X	ES	X		X
New York		X	X	X	X		
North Carolina		X	X	X	X	X	X
North Dakota	X	X	X	ES	X	X	X

Table 1.—General areas covered by State standards for school media programs, 1974—(Cont.)

States or outlying areas (1)	Programs of School Media Services (2)	School Media Personnel (3)	School Media Center Resources (4)	School Media Expenditures (5)	Facilities and Furniture (6)	Audiovisual Equipment (7)	Organization and Schedule (8)
Ohio	EJS	EJS	EJS	ES	EJS	EJS	ES
Oklahoma	J	EJS	EJS	EJS	X		X
Oregon	X	X	X		X	X	X
Pennsylvania	X	X	X	X	X		X
Rhode Island		ES	ES	ES			
South Carolina		ES	EJS	ES	X		ES
South Dakota		X	X	X	X	X	
Tennessee	X	ES	ES	X	ES		ES
Texas	X	X	X	X	X	X	X
Utah		X	X		X	X	X
Vermont		X	JS	E	JS		S
Virginia	X	ES	ES	X	ES	ES	S
Washington		X	X	ES	ES	ES	X
West Virginia	X	X	X	X	X	X	X
Wisconsin	X	X	X	X	X	X	X
Wyoming	X	X	X	X	X		X
American Samoa	---	---	---	---	---	---	---
Guam		X	X	X	X	X	
Puerto Rico	---	---	---	---	---	---	---
Trust Territory	---	---	---	---	---	---	---
Virgin Islands	X	X	X	X	X	X	
Bureal of Indian Affairs	---	---	---	---	---	---	---

Code explanation: X—media standards applying to both elementary and secondary schools; E—elementary school; J—junior high schools; S—senior high schools.

Table 2.—Funds available and funds expended for State administration and for acquisitions under ESEA title II programs: fiscal years 1966–74.[1]

Fiscal Year	Allotment	Administration		Acquisitions		Total Expenditure (Cols. 3 + 5)	Percent of Allotment Expended
		Amount	Percent	Amount [2]	Percent		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1966	$100,000,000	$ 2,049,362	2.1	$ 95,298,079	98.0	$ 97,347,441	97.3
1967	102,000,000	3,885,118	3.8	95,745,032	96.2	99,630,150	97.6
1968	99,234,000	4,427,912	4.4	94,024,821	95.5	98,452,733	99.2
1969	50,000,000	3,047,522	6.1	46,153,184	93.8	49,200,706	98.4
1970 [3]	42,500,000	2,431,133	6.5	34,913,640	93.6	37,344,773	87.8 [4]
1971	80,000,000	3,281,932	4.1	67,343,321	95.9	70,625,253	95.9
1972	90,000,000	3,217,274	3.9	78,286,154	96.1	81,503,428	90.5
1973 [5]	100,000,000	3,360,000	4.0	80,640,000	96.0	84,000,000	84.0
1974 [5]	95,250,000	4,000,000	4.7	81,000,000	95.3	85,000,000	89.2
Total	758,984,000	29,700,253	4.2	673,404,231	95.8	703,104,484	92.6

[1] Some figures revised on the basis of new information.
[2] Includes expenditures for ordering, processing, cataloging, and delivering.
[3] In fiscal years 1970–73, a statutory amendment permitted carryover to the next year of unexpended funds.
[4] Estimated.

Table 3.—Total number and percent of schools meeting State school library standards for library books, periodicals, and audiovisual materials, and annual per pupil expenditures for library books and audiovisual materials in June 1968, by enrollment size of school district, and educational level of school [1]

Enrollment size of School district and educational level of school	Number of Schools Responding and Number and Percent Meeting State School Library Standards											
	Number responding	Standard for number of books	Percent meeting standard	Number responding	Standard for number of periodical subscriptions	Percent meeting standard	Number responding	Standard for number of audiovisual materials	Percent meeting standard	Number responding	Standard for annual per pupil expenditures for materials	Percent meeting standard
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Total	67,021	33,801	50.4	65,305	32,992	50.5	61,020	24,116	39.5	43,446	23,032	53.0
Elementary	48,075	22,267	46.3	46,662	20,516	44.0	43,862	16,140	36.8	31,233	15,327	49.1
Secondary	18,946	11,534	60.9	18,643	12,476	66.9	17,158	7,976	46.5	12,213	7,705	63.1
25,000 and over	12,933	6,114	47.3	12,668	6,406	50.6	11,031	3,631	32.9	9,136	4,912	53.8
Elementary	9,694	4,443	45.8	9,533	4,201	44.1	8,429	2,666	31.6	6,759	3,689	54.6
Secondary	3,239	1,671	51.6	3,135	2,205	70.3	2,602	965	37.1	2,377	1,223	51.5
5,000-24,999	23,341	11,002	47.1	22,938	11,395	49.7	20,669	7,614	36.8	14,833	7,749	52.2
Elementary	17,748	7,776	43.8	17,417	7,571	43.5	15,721	5,344	34.0	11,128	5,502	49.4
Secondary	5,593	3,226	57.7	5,521	3,824	69.3	4,948	2,270	45.9	3,702	2,247	60.6
300-4,999	30,747	16,685	54.3	29,699	15,191	51.1	29,320	12,871	43.9	19,477	10,371	53.2
Elementary	20,633	10,048	48.7	19,712	8,744	44.4	19,712	8,130	41.2	13,346	6,136	46.0
Secondary	10,114	6,637	65.6	9,987	6,447	64.6	9,608	4,741	49.3	6,131	4,235	69.1

[1] *An Evaluative Survey Report on ESEA Title II: fiscal years 1966–1968; Part II: Tables.* Washington, D.C., U.S. Department of Health, Education, and Welfare, Office of Education, 1972. P. 76.

Table 4.—Total number and percent of schools meeting American Library Association standards (1960) for library books, periodicals, and audiovisual materials and annual per pupil expenditures for library books and audiovisual materials in June 1968, by enrollment size of school district, and educational level of school [1]

Enrollment size of school district and educational level of school	Number of schools responding and number and percent meeting American Library Association Standards (1960)											
	Number responding	Standard for number of books	Percent meeting standard	Number responding	Standard for number of periodical subscriptions	Percent meeting standard	Number responding	Standard for number of audiovisual materials	Percent meeting Standard	Number responding	Standard for annual per pupil expenditures for materials	Percent meeting standard
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Total	73,420	11,859	16.2	73,417	3,560	4.8	69,633	9,504	13.6	72,254	32,446	44.9
Elementary	53,182	7,100	13.4	53,179	1,786	3.4	50,516	6,099	12.1	52,284	21,626	41.4
Secondary	20,238	4,759	23.5	20,238	1,774	8.8	19,117	3,405	17.8	19,970	10,820	54.2
25,000 and over	14,135	2,695	19.1	14,132	680	4.8	12,925	1,515	11.7	13,848	4,426	32.0
Elementary	10,775	1,885	17.5	10,772	404	3.8	9,910	1,050	10.6	10,557	3,151	29.8
Secondary	3,360	810	24.1	3,360	276	8.2	3,015	465	15.4	3,291	1,275	38.7
5,000-24,999	25,199	4,817	19.1	25,200	1,088	4.3	23,831	3,421	14.4	24,754	11,309	45.7
Elementary	19,320	3,144	16.3	19,320	538	2.8	18,286	2,441	13.3	18,947	8,274	43.7
Secondary	5,879	1,673	28.5	5,880	550	9.4	5,545	980	17.7	5,807	3,035	52.3
300-4,999	34,086	4,347	12.8	34,085	1,792	5.3	32,877	4,568	13.9	33,652	16,711	49.7
Elementary	23,087	2,071	9.0	23,087	844	3.7	22,320	2,608	11.7	22,780	10,201	44.8
Secondary	10,999	2,276	20.7	10,998	948	8.6	10,557	1,960	18.6	10,872	6,510	59.9

[1] *An Evaluative Survey Report on ESEA Title II: Fiscal Years 1966–1968; Part II: Tables.* Washington, D.C., U.S. Department of Health, Education, and Welfare, Office of Education, 1972. P. 77.

Table 5.—Sources and status of State school media standards, 1974

States or other areas	Standards prepared by State departments of education			Standards prepared by			No standards
	Included in general standards	Separately published standards	Tentative or proposed standards	Independent accrediting authority	Professional organizations	State board of education	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Alabama	ES						
Alaska							X
Arizona							X
Arkansas	X						
California					X		
Colorado		X					
Connecticut					X		
Delaware		X					
District of Columbia		X					
Florida	X						
Georgia				X		X	
Hawaii		X					
Idaho		X					
Illinois		X					
Indiana						X	
Iowa		ES					
Kansas	EJS						
Kentucky		X					
Louisiana		X					
Maine		X					
Maryland		X					
Massachusetts							X
Michigan			X				
Minnesota	X						
Mississippi	X						
Missouri	X	X				X	
Montana	X						
Nebraska	X						
Nevada		X					
New Hampshire	ES						
New Jersey		X					
New Mexico			X				
New York		X					
North Carolina			X				
North Dakota	X						
Ohio	EJS						
Oklahoma	X						
Oregon			X				
Pennsylvania			X				
Rhode Island		X					
South Carolina	X						
South Dakota	X						
Tennessee						X	
Texas		X					
Utah						X	
Vermont	EJS						
Virginia	ES						
Washington		X					

Table 5.—Sources and status of State school media standards, 1974—(Cont.)

States or other areas	Standards prepared by State departments of education			Standards prepared by			No standards
	Included in general standards	Separately published standards	Tentative or proposed standards	Independent accrediting authority	Professional organizations	State board of education	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
West Virginia			X				
Wisconsin		X					
Wyoming		X					
American Samoa							X
Guam		X					
Puerto Rico							X
Trust Territory							X
Virgin Islands					X		
Bureau of Indian Affairs							X

Code explanation: X—media standards applying to both elementary and secondary schools; E—elementary schools; J—junior high schools; S—secondary schools.

Table 6.—Bases of State standards for school media specialists, 1974.

States or other areas	Bases of standards for media specialists			
	Certification	Specified hours of library science of audiovisual education	Enrollment size of school served	Number of teachers assigned to school
(1)	(2)	(3)	(4)	(5)
Alabama	S	S	ES	
Alaska	—	—	—	—
Arizona	—	—	—	—
Arkansas	ES	ES	S	
California			ES	
Colorado	X		X	
Connecticut			X	
Delaware			X	
District of Columbia				
Florida			X	
Georgia	S	S	S	E
Hawaii			ES	
Idaho	X		X	
Illinois	ES	ES	ES	
Indiana				X
Iowa	S		ES	
Kansas	ES	ES	X	
Kentucky	X		X	
Louisiana	X	X	S	E
Maine	S			
Maryland			X	
Massachusetts	—	—	—	—
Michigan	X	X	X	
Minnesota			X	
Mississippi	S *		ES	
Missouri	ES			
Montana	ES	E	S	E
Nebraska		X	X	
Nevada	X	X		
New Hampshire	ES		ES	
New Jersey			JS	

236

Table 6:—Bases of State standards for school media specialists, 1974.—(Cont.)

States or other areas (1)	Bases of standards for media specialists: Certification (2)	Specified hours of library science of audiovisual education (3)	Enrollment size of school served (4)	Number of teachers assigned to school (5)
New Mexico	E	JS		
New York	X		X	
North Carolina			X	
North Dakota	X	X	EJS	
Ohio	E	JS	JS	
Oklahoma	E	ES	X	
Oregon	X		X	
Pennsylvania	X		X	
Rhode Island			ES	
South Carolina	ES			X
South Dakota			X	E
Tennessee	ES		X	X
Texas	X	X	X	
Utah	X		S	
Vermont		S	S	E
Virginia	S	S		
Washington	ES	ES		
West Virginia			X	
Wisconsin			X	
Wyoming	X			
American Samoa	—	—	—	—
Guam	X		X	
Puerto Rico	—	—	—	—
Trust Territory	—	—	—	—
Virgin Islands			X	
Bureau of Indian Affairs	—	—	—	—

Code explanation: X—media standards applying to both elementary and secondary schools; E—elementary school; J—junior high school; S—secondary schools.

* Class AA schools.

Table 7.—State standards for professional education of school media specialists, 1974.

States or Other Areas (1)	Elementary (2)	Secondary (3)
Michigan		*Phases Semester hours media* Basic 20 Better 24 Advanced Graduate degree in media
Montana	For schools with 4 teachers: Librarian with minimum of 9 semester hours of library training; teaching certificate with library science endorsement is recommended.	Teaching certificate with library endorsement
Nebraska		* 18 semester hours library or media training
Nevada		* Range from 20–30 semester hours library science or media dependent on type of endorsement

* Standard applies to both elementary and secondary schools.

Table 7.—State standards for professional education of school media specialists, 1974.—(Cont.)

States or other areas	*Elementary*	*Secondary*
(1)	*(2)*	*(3)*
New Mexico		6 semester hours library science exclusive of audiovisual education and children's literature *Enrollment* — *Semester hours* 250 — 10 of library science exclusive of audiovisual education and children's literature 501 up — 18 which may include audiovisual education and children's literature
North Dakota		* *School level* — *Minimum Hours* 1 — 10 audiovisual or 14 library science 12 audiovisual 2 — 16 library science 6 audiovisual 12 library science 6 audiovisual
Ohio		*Enrollment* — *Junior High* — *Secondary* Up to 300 — 8 hrs. L.S. — 12 hrs. L.S. 301–499 — 16 hrs. L.S. — 16 hrs. L.S. 500+ — certification or 24 hrs. semester hours — 24 hrs. or certification
Oklahoma	15 hours library training must include cataloging and classification; school library administration; children's literature; book selection; audiovisual education. *Enrollment* — *Hours of Training* 100–199 — 15 hours Library Science or 10 hours L.S., 6 hrs. A.V. 200–499 — 15 hrs. A.V. or 15 hrs. L.S., 8 hrs. A.V. 500– — Certificated librarian or A.V. Specialist	*Junior High* *Enrollment* — *Hours in Lib. Science* Up to 300 — 9 301–599 — 15 600+ — library certification *Senior High* *Enrollment* — *Hours in L.S. or A.V.* Less than 100 — 6 L.S. or A.V. spec. with 6 A.V. or media specialist with 6 hrs. in L.S. or A.V.
South Carolina	Meet certification requirements except for individuals with minimum of 6 hrs. in courses required for library certification who earn 6 hours annually toward proper certification	For schools enrolling up to 600, librarians must have 18 semester hours from an approved library school; larger schools must have a fully certificated librarian
Texas		* Part-time librarians serving less than half-time—6 semester hrs. library science above teaching certificate Part-time librarian up to half-time—12 semester hours library science above a teaching certificate Full-time librarian—18 semester hours above teaching certificate for provisional certificate; 30 semester hours for professional certificate

* Standard applies to both elementary and secondary schools.

Table 7.—State standards for professional education of school media specialists, 1974.—(Cont.)

States or other areas	Elementary	Secondary
(1)	(2)	(3)
Vermont		*Media Generalist*—Master's degree or 5th year equivalent in media education *Library Specialist*—15 credits in library science *Audiovisual Specialist*—15 credits in audiovisual field
Washington	Minimum: 18 quarter hours Good: 24 quarter hours Excellent: Master's degree * Course work should include competencies in media (print and nonprint), selection, cataloging, reference, media utilization and production, curriculum, and administration.	Minimum: 24 quarter hours Good: 36 quarter hours Excellent: Master's degree
West Virginia		* Professional media specialist required for each building media center. Additional professional staff in accordance with AASL-DAUI (1969) standards (Enrichment criteria)

* Standard applies to both elementary and secondary schools.

Table 8.—State quantitative standards for school media specialists, 1974.

States or Other Areas	Elementary		Secondary	
(1)	(2)		(3)	
Alabama	*Enrollment* Up to 300 301 or more	*Staff* Librarian or media specialist half-time Librarian or media specialist full-time	Accredited Schools: Properly certified librarian with a minimum of 18 semester hours in library science *Enrollment* Up to 299 300–999 1,000+	*Staff* Half-time librarians Full-time librarian Additional qualified instructional materials person
Arkansas			*Enrollment* Up to 250 250–499 500+	*Staff* Librarian to devote 2 periods daily to library service Librarian, half-time Full-time librarian
California	Phase I 1 media specialist per 500 pupils	Phase II 1 media specialist per 200 pupils	Phase I 1 media specialist per 1,000 pupils	Phase II 1 media specialist per 500 pupils
Colorado			*No Staff by Enrollment* * Phases Up to 199 I ½ II ½ III 1	200–499 500–999 1000 ½ 1 2 1 1 2 1 2 3
Delaware	Of pupils in a school building beyond the first 15 State units of pupils for which a head library/media specialist is authorized 1 Assistant Library/media specialist for each multiple of 20 State units		* 1 media specialist for every 200 pupils or major fraction thereof 1 library/media coordinator or supervisor in each district with support staff 1 head library/media specialist for each administrative unit in a school building or combination of school buildings having 15 or more State units of pupils	

* Standard applies to both elementary and secondary schools.

239

Table 8.—State quantitative standards for school media specialists, 1974.—(Cont.)

States or other areas	*Elementary*	*Secondary*
(1)	*(2)*	*(3)*
District of Columbia		* 1 librarian for each 25 teachers or major fraction thereof
Florida		* *Enrollment* / *Levels* 1b, 2b, 3b Up to 300: ½, 1, 1 301–600: 1, 1, 2 601–900: 1, 2, 2 901–1200: 2, 2, 3 1201–1800: 2, 3, 3 1801–2400: 3, 3, 4 2401–3000: 3, 4, 4 3001–3600: 4, 4, 5 3601–4200: 4, 5, 5
Georgia	Up to 13 teachers: Half-time library service 14 teachers or more: Full-time library service	Up to 299: ½ day 300–499: Full-time 500–999: Full-time 1000+: Full-time
Hawaii	*Enrollment* / *Staff* Up to 799: 1 800–1499: 2 1500–1999: 3 2000–2499: 4 2500+: 5	*Enrollment* / *Staff* Up to 999: 2 1000–1999: 3 2000–2499: 4 2500–2999: 5 3000+: 6 K-12 Schools: Up to 299: 2 K-12 Schools: 1,000 up: 3
Idaho		* *Basic* 1 media specialist for each 500 pupils or major fraction thereof *Phase II* 1 media specialist per 400 pupils or major fraction thereof
Illinois	Phase 1: Below 400—½ 400 or more—1 per 500 pupils Phase 2: 1 full-time Phase 3: 1 per 250 pupils	Phase 1: 1 per 600 pupils Phase 2: 1 per 400 pupils Phase 3: 1 per 250 pupils
Iowa	Phase I: 1-499: 1; 500–749: 1½; 750–999: 2; 1000–1499: 2½ Phase II: 1 additional staff for each additional 400 pupils or fraction thereof Phase III: 1 additional staff for each each additional 250 pupils	Phase I: 1–499 pupils—1 staff member 1 additional staff for every 500 pupils or major fraction thereof Phase II: 1–399—1 staff member 1 additional staff for each 400 pupils or major fraction thereof Phase III: 1–249—1 staff member 1 additional staff for each 200 pupils or major fraction thereof
Kansas		* Up to 100: 1 staff member assigned 2 55 minutes or 3 40 minute periods 100–199: 1 staff member assigned 3 55 minute or 4 40 minute periods 200–499: 1 staff member assigned 4 55 minute or 5 40 minute periods 500+: 1 or more staff members full-time

* Standard applies to both elementary and secondary schools.

240

Table 8.—State quantitative standards for school media specialists, 1974.—(Cont.)

States or other areas	Elementary		Secondary	
(1)	(2)		(3)	
Kentucky			* Number of Pupils:	No. of Professional staff:
			Up to 400	½
			401–800	1
			801–1200	1
			1201–1600	2
			1601–2000	2½
			2001–2400	3
			2401–2800	3½
			2800–3200	4
Louisiana	Number of Teachers	Librarian Requirement	Number of Pupils	Librarians requirement
	7–11	½	Up to 351	½
	12–16	½	351–1000	1
	17 or more	1	1001+	1 additional half-time librarian per each 500 pupils above 1000
Maine			* Enrollment	Profess. Librarian / Cert. Libr. / Media Spec.
			Under 350	1 or / 1 or / 1
			350–599	1 or / 1 or / 1
			600–849	1 or / 1 or / 1
			850–1099	1 / 1 / 1
			1000–1349	1 / 2 / 2
			1350–1599	1 / 2 / 2
			1600+	1 / 2+ / 2+
Maryland			* Up to 749	1 Media Spec.
			750–1399	2 Media Spec.
			1400–1849	3 Media Spec.
			1850–2499	4 Media Spec.
			2500+	5 Media Spec.
Michigan			* Basic 1 professional for each 500 pupils or major fraction thereof Better 1 professional for each 300 pupils or major fraction thereof Advanced 1 professional for each 250 pupils or major fraction thereof	
Minnesota			* 1 professionally qualified librarian for each 500 pupils or major fraction thereof. Schools with enrollments 200–350 should have a librarian at least half-time.	
Mississippi	Schools classified AA must have a certificated librarian		All schools	At least a half-time librarian
			Those enrolling 200–999	Full-time librarian
			Those enrolling 1,000 or more	Additional full-time assistant

* Standard applies to both elementary and secondary schools.

241

Table 8.—State quantitative standards for school media specialists, 1974.—(Cont.)

States or other areas	Elementary	Secondary
(1)	(2)	(3)
Missouri	Class AA schools with 750 pupils or more should have a full-time learning resources director as librarian. Smaller schools should have a half-time director or librarian. Class AAA: Full-time director of librarians; schools enrolling over 1,500 pupils should have an additional staff member for each additional 500 pupils.	Middle, TriHigh, and Secondary schools classed as AA with 500 pupils should have a full-time learning resources director or librarian; smaller schools should have a half-time director or librarian; a school district with less than 300 pupils may share the services of a half-time librarian; full-time director or librarian in schools enrolling up to 1,000. A full-time assistant in schools serving 1,000 or more.
Montana	Schools with 4 or more teachers: 1 full-time librarian per 800 pupils or a minimum of 1 hour per day, whichever is greater.	Up to 100 —Librarian at least 1½ hours daily 101–300 —Librarian 3 hours daily 301–500 —Full-time librarian 500+ —Full-time librarian and additional half-time librarian for each additional 500 pupils
Nebraska		* *Enrollment* Below 500 — 1 half-time media librarian for a K-12 or 4 or 6 yr. high school and ⅓ time for elementary schools 501–1200 — 1 full-time media librarian 1201 up — 1 media librarian to each 1,200
Nevada		* 1 full-time media specialist per each 250 pupils or major fraction thereof.
New Hampshire	Schools with 800 pupils should have a full-time librarian. A full-time librarian is recommended for schools with an enrollment of 500.	Schools enrolling under 500 pupils should have at least 1 period daily of library service per 100 pupils; library service 1 period per day per 75 pupils recommended. Schools with 500 pupils or above should have a full-time librarian.
New Jersey		* 1 for every 250 pupils but 1 for every school regardless of size and not less than 1 for every 500 pupils
New Mexico	Full-time school librarian for schools with centralized libraries	Junior High: At least half-time librarian for schools under 300; full-time librarian for larger schools High School: Up to 200—⅓ time librarian 200–500—at least half-time 500 up—full time
New York		*Enrollment* — *Time devoted to school library work* Up to 100 — 1 period daily 101–300 — 2 periods daily 301–500 — ½ time

* Standard applies to both elementary and secondary schools.

Table 8.—State quantitative standards for school media specialists, 1974.—(Cont.)

States or other areas	Elementary	Secondary
(1)	(2)	(3)

North Dakota

* Number of Pupils			
Prof.	*Minimum*	*Good*	*Excellent*
½	Up to 200	Up to 150	—
1	400–799	300–599	Up to 200
1½	800–1199	600–899	400–599
2	1200–1799	900–1199	600–899
2½	1800–2399	1200–1799	900–1199
3	2400 up	1800–2399	1200–1599
4	—	2400 up	1600–1999
5	—	—	2000 up

Ohio

Full-time specialist for school of 500 enrollment. Supplemental help added for each 200 pupils in excess of 500.

Junior High and High School	
Enrollment	*Assignment*
300 or less	½ time
301–499	¾ time (Full-time in high school)
500 and over	
500 and over	Full-time

Oklahoma

Schools with centralized libraries should be supervised by a teacher-librarian.

Junior High	
Enrollment	*Assigned Time*
Up to 150	Librarian 1 period daily
151–300	Librarian 2 periods daily
301–599	Librarian 3 periods daily
600 up	Full-time librarian
High School	
Up to 100	Teacher-librarian 1 period daily + AV specialist 1 period daily + media specialist ½ time
101–199	Librarian 2 periods daily + AV specialist 2 periods daily + media specialist ½ time
200–499	Librarian ½ time + AV specialist ½ time + media specialist ⅗ time
500–1499	Full-time librarian and full-time AV specialist
1500+	2 full-time librarians + full-time AV specialist

Oregon

* *Enrollment*	*Certified Staff*
0–150	½ time
151–500	1 full-time
501–800	1 full-time
801–1100	1 full-time
1101–1400	2 full-time
1401–1700	2 full-time
1701–2000	3 full-time

Pennsylvania

* *No. Staff who meet pupils Regularly*	*No. Staff*			
	Inferior	*Average*	*Good*	*Superior*
12	Part-time		1	1
24	1	1	2	2
36	1	2	3	3

* Standard applies to both elementary and secondary schools.

Table 8.—State quantitative standards for school media specialists, 1974.—(Cont.)

States or other areas	Elementary		Secondary	
(1)	(2)		(3)	
Rhode Island	Under 250	Librarian 1½ days weekly	Under 250	Half-time librarian
	250–499	½ time librarian	250–499	Full-time librarian
	500–999	Full-time librarian	500–999	Full-time librarian
			Over 1000	2 full-time librarians
South Carolina	*Enrollment*	*Assigned Time*	*Enrollment*	*Assigned Time*
	Up to 375	½ time	Up to 400	Librarian at least 4 periods daily
	375+	Full-time	401–749	Full-time librarian
			750+	Full-time librarian plus an additional full-time person
South Dakota			* *No. Teachers*	*Minimum Requirements*
			7–17	Half-time media specialist
			18 or more	Full-time media specialist
Tennessee	Up to 15 teachers	1 faculty member to serve as librarian or materials coordinator		
	15–19 teachers	1½ time librarian		
	19 teachers or more	Full-time librarian		
Texas			* *Levels*	*No. Staff*
			I	1 librarian per 20 class teachers, 1 AV specialist per 1,000 pupils
			II	1 librarian per 500 pupils, 1 AV specialist per 750 pupils
			III	1 librarian per 400 pupils, 1 AV specialist per 500 pupils
			IV	1 librarian per 250 pupils, 1 AV specialist per 250 pupils
Utah			* *Ratio of Professionals to Pupils*	
			Phase I:	1/1,000
			II:	1/800
			III:	1/600
			IV:	1/400
Vermont			*Enrollment*	*Assigned Time*
			1–100	Teacher-librarian ¼ time plus before and after school
			101–300	Teacher-librarian ½ time plus before and after school
			301–500	Teacher-librarian ¾ time plus before and after school
			501–750	Full-time teacher-librarian
			750 up	Full-time school librarian
Virginia	Up to 11 teachers:	Part-time librarian	*Enrollment*	*Assigned Time*
	12 or more teachers:	Full-time librarian	Up to 300 pupils	½ librarian
			300–999	Full-time librarian
			1000 or more	1 librarian plus 1 other professional, e.g., librarian, AV specialist, or materials specialist
			Combined elementary-secondary schools with 300 pupils or more should have a full-time librarian.	

* Standard applies to both elementary and secondary schools.

244

Table 8.—State quantitative standards for school media specialists, 1974.—(Cont.)

States or other areas	Elementary	Secondary		
(1)	(2)	(3)		
Washington		* Prof.	Minimum	Good	Excellent
		½	Up to 200	Up to 299	200–399
		1	201–799	300–599	400–599
		1½	200–1199	600–899	600–899
		2	1200–1799	900–1199	900–1199
		2½	1800–2399	1200–1799	1200–1599
		3	2400–	1800–2399	1600–1999
		4	—	2400–	2000–
		5	—	—	
Wisconsin		* Up to 299		Half-time librarians	
		300–499		Full-time librarians	
		400 or more		Full-time librarians plus additional professional assistance for 1 period daily for every 100 pupils above 500	
		Up to 399		Half-time AV specialist	
		400–750		Full-time AV specialist + 1 AV specialist for each additional 1,000 pupils or major fraction thereof	
Wyoming		* Enrollment			
		Up to 100		Teacher-librarian ½ time	
		100–250		Full-time librarian	
		250 up		1 full-time librarian or more	
Guam	* Phases I: 1 media specialist per school II: 1 per each 750 pupils or major fraction thereof III: 1 per each 500 pupils or major fraction thereof IV: 1 per each 250 pupils or major fraction thereof				
Virgin Islands		* Up to 900 pupils or major fraction thereof; 1 librarian per each 300 pupils or major fraction thereof; 1 librarian for each additional 400 pupils or major fraction thereof			

* Standard applies to both elementary and secondary schools.

Table 9.—State quantitative standards for supporting personnel for school media programs, 1974.

States or other areas	Standard		
(1)	(2)		
Alabama	* 800 pupils or more—1 full-time clerical assistant		
Arkansas	* Adequate number of assistants to librarian, either as assistant librarians or student librarians		
California		Phase I	Phase II
	Secretary	½ time per school	1 per 2 media specialists
	Technician and/or aide	1 per media specialist	2 per media specialist

* Standard applies to both elementary and secondary schools.

245

Table 9.—State quantitative standards for supporting personnel for school media programs, 1974.—(Cont.)

States or other areas	Elementary	Secondary
(1)	(2)	(3)

Colorado

Phases	Number of support staff per enrollment			
	Up to 199	200–499	500–999	1,000+
I	½	½	1	2
II	1	1½	2	3
III	1	2	3	4

Connecticut

1 technician per professional
1 aide per professional

Delaware

1 paraprofessional per media center

District of Columbia

1 full-time clerk typist per each librarian

Florida

Level 1b schools Enrollment	Aides and/or Technicians
601–1200	1
1201–2400	2
1801–3000	3
3001–4200	4

Georgia

½ time clerk or professional in schools enrolling 500 or more

Hawaii

** Enrollment	Technician	Aide	* Enrollment	Technician	Aide
Up to 499	0	1	Up to 799	1	1
500–799	1	1	800–1499	2	2
800–999	1	2	1500–1999	3	3
1000–1499	2	2	2000–2499	3	4
1500–1999	2	3	2500–2999	4	4

Idaho

Phase I ½ supportive staff member for each 250 pupils or major fraction thereof
II 1 staff member for each professional

Illinois

Phase I ½ aide per professional
II 1 aide or technician per professional
III 1 aide and 1 technician for each 250 pupils or major fraction thereof

Indiana

1 clerk per each 25 teachers or major fraction thereof

Iowa

* 1 supportive staff member per professional
** 2 non-certificated supporting staff per professional

Kansas

Full-time clerical assistance in schools enrolling 500 pupils or more

Kentucky

Enrollment	Clerks
Up to 400	½
401–800	1
801–1200	1
1201–1600	2
1601–2000	2½
2001–2400	3
2401–2800	3½
2801–3200	4

Louisiana

Schools Approaching 1,000 enrollment	Part-time clerical assistance

*Standard applies to secondary schools only.
**Standard applies to elementary schools only.

246

Table 9.—State quantitative standards for supporting personnel for school media programs, 1974.—(Cont.)

States or other areas	Standard
(1)	(2)
Maine	*Enrollment* — *Clerical and/or technical staff* Up to 849 — 1 850–1599 — 2 1600+ — 3
Maryland	*Enrollment* — *Aides* — *Technicians* Under 499 — 1 — 1 500–749 — 2 — 1 750–999 — 2 — 1 1000–1399 — 2 — 2 1400–1849 — 3 — 2 1850–2499 — 4 — 3 2500+ — 4 — 3
Michigan	1 clerk per professional 1 technician per professional
Minnesota	1 clerk-typist per 1,000 pupils or major fraction thereof
Missouri	Class AAA: paraprofessionals and clerical staff sufficient to enable professional staff to devote full-time to professional duties
Montana	* 1 aide per professional recommended
Nevada	1 supporting staff member per professional
New Hampshire	** Supporting staff as needed
New Jersey	1 aide and 1 technician per professional
New Mexico	Interim measures for provision of staff may include a part-time professional and/or aide Adequate clerical assistance to allow librarian to function professionally
North Carolina	*Enrollment* — *No. Supporting Staff* Up to 499 — 1 500–1499 — 2 1500 up — 3
North Dakota	*Enrollment* — *Nonprofessional Staff* Up to 799 — Part-time 500–1199 — 1 full-time 1200–1799 — 1 to 1½ 1800–2399 — 2 2400+ — 2½ or more
Ohio	** Level II: 1 aide per 500 pupils * Junior High: Qualified clerical assistance after enrollment reaches 800
Pennsylvania	*Number Staff Who Regularly Meet Students* — *No. Staff: Inferior* — *Average* — *Good* — *Superior* 12 — — — Part-time — Part-time — 1 24 — — — Part-time — 1 — 2 — — Part-time — Part-time — 2 — 3
Rhode Island	* *Enrollment* — *Staff* 500–999 — 1 1000– — 1 plus additional staff beyond 1500

*Standard applies to secondary schools only.
**Standard applies to elementary schools only

247

Table 9.—State quantitative standards for supporting personnel for school media programs, 1974.—(Cont.)

States or other areas	Standard
(1)	(2)
South Carolina	** Aides may be employed in elementary schools; middle schools enrolling 750 or more should have a full-time aide * Additional full-time clerical person for 750 pupils or more
South Dakota	*Number of Teachers* — *Clerks* 21–40 — 1 41–80 — 2
Texas	Levels I — 1 clerk per 1,000 pupils II — 1 clerk per 750 pupils III — 1 clerk per 500 pupils IV — 1 clerk per 250 pupils
Utah	1 nonprofessional per 1,000 pupils
Vermont	* For enrollments above 301, clerical assistance recommended
Virginia	* Full-time clerical assistance for schools enrolling 750 or more
Washington	*No. hours weekly* — *Minimum* — *Good* — *Excellent* 10 — Up to 200 — Up to 150 — — 20 — 400–799 — 300–599 — 200–399 40 — 800–1199 — 600–899 — 400–599 60 — 1200–1799 — 900–1199 — 600–899 80 — 1800–2399 — 1200–1799 — 900–1199 100 — 2400 up — 1800–2,300 — 1200–1599 120 — — — 2400 up — 1600–1999 140 — — — — — 2000 up
Wyoming	Adult clerical assistance as needed
Virgin Islands	1 clerk per 600 pupils
Guam	Phase I: 1 clerk per school II: 1 per 750 pupils or major fraction thereof III: 1 per 500 pupils or major fraction thereof IV: 1 per 250 pupils or major fraction thereof

*Standard applies to secondary schools only.
**Standard applies to elementary schools only.

Table 10.—Quantitative standards for selected school media center resources, 1974.

States or other areas	Books		Number of periodicals	Number of newspapers	Other printed materials	Audiovisual materials	Professional materials
	Number per pupil	Size of basic collections					
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Alabama	ES	S	—			—	—
Alaska	—	—	—	—	—	—	—
Arizona	—	—		—	—		
Arkansas	ES	ES					
California	X	X		ES		X	
Colorado	X	X	EJS	EJS		X	X
Connecticut	X	X	EJS	EJS		X	
Delaware							
District of Columbia	ES	ES	EJS	* X			ES
Florida **							
Georgia	X						

* Standard applies to both elementary and secondary schools.
**Standard applies to elementary schools only.

Table 10.—Quantitative standards for selected school media center resources, 1974.—(Cont.)

States or other areas	Books		Number of periodicals	Number of newspapers	Other printed materials	Audiovisual materials	Professional materials
	Number per pupil	Size of basic collections					
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Hawaii	X	X	EJS	EJS		X	X
Idaho	X	X	EJS	EJS		X	X
Illinois	X	X	EJS	ES		X	X
Indiana	X	X	EJS	X		X	X
Iowa	ES	ES	ES	ES		ES	ES
Kansas	ES	ES					
Kentucky	X	X	EJS	X		X	
Louisiana	X	X	EJS	X			
Maine	X	X					
Maryland **							
Massachusetts	—	—	—	—	—	—	—
Michigan	X		EJS	EJS		X	X
Minnesota		EJS	EJS	S			
Mississippi	ES	S					
Missouri	X	X	EJS	EJS		X	X
Montana **			E	S			
Nebraska		ES	ES				
Nevada		X	EJS	EJS		X	
New Hampshire	E	E					
New Jersey	X	X	EJS	EJS		X	X
New Mexico							
New York			EJS	EJS		X	
North Carolina	X		EJS	EJS		X	
North Dakota	EJS	X	EJS	EJS		X	
Ohio	EJS	ES	ES	ES		E	
Oklahoma							
Oregon **			ES	ES			
Pennsylvania **							
Rhode Island	X						
South Carolina	EJS	S	S	S			
South Dakota	X	X	EJS	ES		X	
Tennessee	ES		ES	S			
Texas	X	X	EJS	EJS		X	
Utah	X	X	EJS	X		X	X
Vermont		S	S	S			
Virginia	ES	S	ES	ES			S
Washington	ES	ES	ES	ES		X	
West Virginia							
Wisconsin	X	X	EJS	ES		X	X
Wyoming	X	X	ES	X			
American Samoa							
Guam	X	X	EJS	X		X	X
Puerto Rico							
Trust Territory							
Virgin Islands	X	X	EJS	X			X
Bureau of Indian Affairs							

Note: Table refers to basic phase of each State's quantitative standard for resources.

Code explanation: X—Media standards applying to both elementary and secondary schools; E—Elementary schools; J—Junior high schools; S—Secondary schools; Dashes —indicate no published standard for that State.

* Standards based on items per pupil rather than individual types of media.

249

Table 11.—State standards for expenditures for school media resources, 1974.

States or other areas	Elementary	Secondary
(1)	(2)	(3)
Alabama	$4 per pupil for materials	Enrollment / Expenditure for books, periodicals, library supplies, and audiovisual materials Up to 500: $2 per pupil 501–1000: $1,000 for first 500; $1.25 pupil above that 1001+: $1,625 for first 1,000; 75 cents per pupil above 1,000
Arkansas	Per pupil expenditure School Class A: $2.00; B: $1.50; C: $1.25	Annual per pupil expenditure after establishment of basic collection. $2 per pupil for first 200, but not less than $400 $1 per pupil for first 300, 75 cents per pupil for each pupil above 500
Colorado		* Phases / Percent of District Budget for Instruction for materials I: 1–3% II: 3–6% III: 6% or more
Delaware		Annual financial support to acquire new acquisitions, replace lost and damaged materials, supply current magazines and newspapers Implementation of new programs requires greater expenditures Amounts for initial collections to be budgeted from construction program
District of Columbia	Books Schools under 500 enrollment: $7.50 per pupil Schools over 500 enrollment: 3.00 per pupil Reference books, pamphlets, recordings, filmstrips, periodicals, cataloging supplies: .50 per pupil; .30 per pupil; .30 per book	For Books Schools under 500 enrollment: $1,500 Schools over 500 enrollment: 5.00 per pupil Reference books, recordings, filmstrips, pamphlets, periodicals, cataloging supplies: 1.00 per pupil; .75 per pupil; 3.50 per pupil; .30 per book
Georgia	$2.00 per pupil for books and other library materials, exclusive of equipment	Junior high / High school: $1.75 per pupil Up to 500: $2.50 501–1000: $1,250 for first 500, $2 per pupil above that 1000+: $2,250 for first 1,000, $1 per pupil above that
Idaho	Phase III: 6% of State or local average of per pupil opera	

* Standard applies to both elementary and secondary schools.

250

Table 11.—State standards for expenditures for school media programs, 1974.—(Cont.)

States or other areas	*Elementary*	*Secondary*
(1)	*(2)*	*(3)*
Illinois		* Phase 1: 1% of State average per pupil instructional costs Phase 2: 3% of State average per pupil instructional costs Phase 3: 6% of State average per pupil instructional costs
Indiana		* Basic: Books $4–$6 per pupil additional funds as required. Other printed and AV materials, as recommended by DAVI (1966). Professional materials: $200–$800, depending on needs and size of faculty. Advanced: $6–$10 per pupil
Iowa		Phase I 3% of current national per pupil operational cost to maintain collection Phase II 5% of current national per pupil operational cost Phase III 6% of current national per pupil operational cost In all phases—sufficient capital outlay for equipment and yearly allocations for supplies
Kansas	$6 per pupil for books, magazines, and nonprint media, exclusive of textbooks and equipment	$7.50 per pupil for books, magazines, and nonprint media exclusive of textbooks and equipment
Kentucky		* $5 per pupil for print and nonprint media; additional funds for equipment and supplies
Louisiana		* For library books, periodicals, supplies, and audiovisual media (minimum requirement for all schools) $350. Up to 500 $2.50 per pupil 501–1000 $1,250 for first 500, $1 per pupil above that number
Maine		* Schedule for minimum expenditure $8 per pupil—first fiscal year, $10 per pupil—second fiscal year, $12 per pupil—third fiscal year; 50% for print, 35% nonprint, 5% supplies, 10% for reference books, $5 per pupil for library AV equipment
Maryland		* 7% of total current instructional budget for textbooks, library books, AV equipment, and consumable supplies, allocated as follows 25%—textbooks ($10) 25%—media ($10) 50%—other, including consumable supplies and AV equipment ($20)

* Standard applies to both elementary and secondary schools.

251

Table 11.—State standards for expenditures for school media programs, 1974.—(Cont.)

States or other areas	Elementary	Secondary
(1)	(2)	(3)
Minnesota		* For books, exclusive of reference sets and unabridged dictionaries, which should come from capital outlay, $5 per pupil until standard is met; $3 minimum thereafter for schools below 200—at least $600 per year, ungraded schools $100 per teacher
Mississippi	*Minimum* Not less than $100 + $1 per pupil *Class A* Not less than $100 + $1.50 per pupil	Not less than $250 + $2 per pupil
Missouri		* *Class AAxx* Up to 300 — $4 per pupil 300–999 — $1,200 for first 300 pupils + $3 per pupil above that 1000 up — $3,300 for first 1,000 pupils + $2 per pupil above that *Class AAxx* Up to 600 — $5 per pupil, $3,000 for first 600 pupils + $4 per pupil above that 1000–1999 — $4,600 for first 1,000 pupils + $3 per pupil 2000+ — $7,600 for first 2000 pupils + $2 per pupil above that
Missouri		*Class AAAxx* (After media program acquires minimum collection) Up to 1000 — $6 per pupil 1000–1999 — $6,000 for first 1,000 pupils + $5 per pupil above that 2000–5000 — $11,000 for first 2,000 pupils + $4 per pupil above that 5000 up — $23,000 for first 5,000 pupils + $3 per pupil ** Includes textbooks, supplementary materials, reference materials, supplies and equipment. Amounts can include Federal funds.
Montana	*Enrollment* — *Expenditures for library books* Up to 300 — $4.50 per pupil or $1,000, whichever is greater 300+ — $1,350 + $2.50 per pupil above 300 (Amounts do not include expenditures for textbooks or reference books) $1 per pupil for software (Basic) $3 per pupil for software (Recommended)	*Enrollment* — *Minimum* — *Recommended* Up to 50 — $ 500 — $ 800 51–100 — 800 — 1,200 101–200 — 1,000 — 1,500 201–500 — 2,000 — 3,000 1001–1800 — 4,000 — 6,000 1800+ — 6,000 — 9,000 $1 per pupil for software (Basic) $3 per pupil for software (Recommended)
New Hampshire	$5–$10 per child for print and nonprint materials	

* Standard applies to both elementary and secondary schools.

Table 11.—State standards for expenditures for school media programs, 1974.—(Cont.)

States or other areas	*Elementary*	*Secondary*
(1)	*(2)*	*(3)*
New Jersey		* $40 per pupil for printed and audiovisual materials; $20 per pupil for minimum maintenance
New Mexico	$3.50 per pupil for book and nonbook library materials; 30% to be expended for nonbook materials. Expenditure for nonbook materials to be $20 per child until ALA standards are met.	*Enrollment* / *Library Expenditures* Up to 500 — $4 per pupil 500–999 — $2,000 for first 500 + $3.50 per pupil above 300 1000–1999 — $3,750 per pupil for first 1,000 + $3 per pupil above 1,000 2000+ — $6,750 for first 2000 + $2 per pupil above that If there is no district film library, $1 per pupil should be budgeted for film rental and postage
New York		* *Phase* / *% of National Average for Per Pupil Operational Cost* 1 — 1% 2 — 3% 3 — 6%
North Carolina		* Minimum: 3% of national average for per pupil operational cost; additional funds for acquisition, maintenance and replacement of equipment Desirable: 6% of national average
North Dakota	Minimum: K-6 $1,200 per bldg. K-8, Jr. high or Middle school $1,400 per bldg. or $8 per pupil, whichever is larger Good: K-6 $2,400 per bldg. K-8, Jr. high or Middle school $2,800 per bldg. or $12 per pupil, whichever is larger Excellent: K-6 $3,600 per bldg. K-8 $4,200 per bldg. or $15 per pupil, whichever is larger	Minimum: $2,000 per building or $8 per pupil, whichever is larger Good: $4,000 per building or $15 per pupil, whichever is larger Excellent: $6,000 per building or $20 per pupil, whichever is larger * Rural: $300 per teacher * Additional amounts as needed for personnel, supplies, equipment, textbooks, purchase or replacement of films, professional materials
Ohio	*Enrollment* / *Annual Expenditures* 300 or less — $3 per pupil 301–499 — $900 for first 300 + $2 for each additional pupil Over 500 — $1,500 for first 500 + $1.50 for each additional pupil Level II: Annual appropriation of not less than 6% of national average for per pupil operational cost—funds for initial collection should come from capital outlay.	*Enrollment* / *Expenditure for Books Excluding Encyclopedias Jr. High & High School* 499 or less — $450 for first 200 + $2 for each additional pupil 500–599 — $1,050 for first 500 pupils + $1.50 for each additional pupil 1,000 or more — $1,800 for first 1,000 pupils + $1 for each additional pupil Additional funds for magazines, newspapers, audiovisual media, reference materials, and equipment

* Standard applies to both elementary and secondary schools.

253

Table 11.—State standards for expenditures for school media programs, 1974.—(Cont.)

States or other areas	Elementary		Secondary	
(1)	(2)		(3)	
Oklahoma	Expenditures necessary to maintain a desirable library and reading program average of $100 per classroom unit		*High School* $5 per pupil for first 200 but at least $400 $4 per pupil for next 300 $3 per pupil for each pupil above 500 *Junior High School* $4 per pupil for first 150 but not less $3 per pupil for next 450 $2.50 per pupil above 600	
Pennsylvania			* $12 per pupil for library media, including supplies	
Rhode Island	*Enrollment*	*Expenditure*	*Enrollment*	*Expenditure*
	Under 250	$600 minimum	Under 250	$11,000 minimum
	250–499	$600 for first 250, $1.25 each additional pupil	250–499	$11,000 for first 250 pupils, $3.05 for each additional pupil
	500–999	$1,025 for first 500 pupils, $1.25 for each additional pupil	500–999	$1,750 for first 500 pupils, $2.50 for each additional pupil
			Over 1000	$3,000 for first 1,000 pupils, $2 for each additional pupil
South Carolina	$7 per pupil for books, magazines, newspapers, supplies, rebinding, audio-visual, and other instructional materials		Grades 7 & 8: $2 per pupil but at least $400 per school *Enrollment*	*Expenditure for Materials and Supplies*
			Up to 500	$2 per pupil but at least $400
			501–999	$1,000 + $1.75 per pupil above 500
			1000+	$1,875 + $1.25 for each pupil above 1,000
South Dakota			* *Enrollment*	*Amount*
			Up to 500	$4 per pupil
			500–900	$2,000 for first 500 + $3 per pupil above that
			1000–1999	$3,750 for first 1,000 + $3 per pupil above that
			2,000+	$6,750 for first 2,000 + $2 per pupil above that
Tennessee			* as determined in the plan for expenditure of the $2 per pupil allotted for instructional materials and health services	
Texas			* minimum: $600 Recommended: 1% of school's operating cost	
Vermont	$10 per pupil learning resources			
Virginia			* $3 per pupil for books, periodicals, supplies, binding, and other materials; $1 of this amount reserved for instructional television; new schools must have 50% of minimum required for basic collection ready during school's first semester	

* Standard applies to both elementary and secondary schools.

254

Table 11.—State standards for expenditures for school media programs, 1974.—(Cont.)

States or other areas	Elementary	Secondary
(1)	(2)	(3)
Washington	Minimum: K-6 $1200 per bldg. K-8 $1400 per bldg. or $8 per pupil, whichever greater Good: K-6 $2400 per bldg. K-8 $2800 per bldg. or $12 per pupil, whichever greater Excellent: K-6 $3600 per bldg. K-8 $4200 per bldg. or $16 per pupil, whichever greater	Minimum: $2,000 minimum per building or $10 per pupil, whichever greater Good: $4,000 minimum per building or $15 per pupil, whichever greater Excellent: $6,000 minimum per building or $20 per pupil, whichever greater * Additional funds for 16mm films, professional library, textbooks, basic collections for new buildings, supplementary readers, and equipment
West Virginia		* Provision adequate to insure continued progress toward meeting AASL-DAVI (1969) Standards
Wisconsin	For newspapers and magazines Basic: $200 Advanced: $400	For newspapers and magazines Basic: Jr. High $500 Sr. High $700 Advanced: Jr. High $750 Jr. High $1,000 * For books Basic: $7 per pupil or $1,000, whichever is greater Advanced: $10 per pupil for books or $1,500 for buildings, whichever is greater * AV: Same amount as for books, including film rental, maintenance of equipment, and supplies
Wyoming		* After establishment of minimum collection: Rural schools $15 per pupil Up to 200 pupils $5 per pupil but at least $500 200–1000 $3 per pupil 1000 up at least $3,000 AV materials (excluding equipment) at least 1 percent of total instructional cost
Virgin Islands		* *Enrollment* — *Books* 200–249 — $1,000–$1,500 250 or more — $4–$6 per pupil, additional funds as required for reference books, magazines, newspapers, pamphlets; professional materials from $200–$800 AV Materials — Not less than 1% of total per pupil instructional cost AV Equipment — As required for requisition and repair
Guam		* Not less than 6% of the national average per pupil operational cost for materials equally divided among print and nonprint. Additional appropriation for equipment.

* Standard applies to both elementary and secondary schools.

255

Table 12.—State standards for school media center scheduling and organization, 1974.

States or other areas	*Scheduling*	*Organization*
(1)	*(2)*	*(3)*
Alabama		* Accession record, card catalog, and vertical file up-to-date and in good working order.
Arkansas		Record system includes shelf list alphabetical card catalog, accession record, circulation record, complete financial record, library classified according to Dewey Decimal System
California	Pupils and teachers should have access to the media center and its services on a basis broader than the school day, e.g., accessibility before, after, and during the school day	
Colorado	Flexible scheduling; open before and after school and throughout school day; consideration of night, weekend, and holiday hours	Organized for effective retrieval of materials; use of location and/or classification system and standard subject heading guide; joint catalog of all media
Delaware	Full accessibility to all groups and individuals	
Florida	*Level 1a:* media center resources and services available to pupils and teachers throughout the school day *Level 2a:* media center and services available for additional blocks of time when use of center and services substantiates need	*Level 1a:* media cataloged by Dewey, Library of Congress or other appropriate system; card catalog or other appropriate listing; up to date SHELF LIST *Level 1b:* union catalog of all media housed in school; union catalog of regional or district center holdings
Iowa		Materials centrally cataloged
Kansas		Classification and cataloging to include shelf-list, alphabetical card catalog, Dewey Decimal classification, accurate and up-to-date inventory, finance, and circulation records
Kentucky	Center open during school day and before and after school as needed; center not used for functions which interfere with pupil use. Rigid scheduling of class visits not recommended. Center open at all times to individuals and small groups	Media should be organized and arranged for case in accessibility by use of an approved classification scheme
Maine		Arranged in workable order with efficient door system, up-to-date catalog and shelf-list inventoried and weeded annually
Maryland	Center open during school day, before and after school; expending program may require opening summer, evenings, weekends	Dewey Decimal classification alphabetical catalog, centralized cataloging by district or other arrangement
Minnesota	Library open all day, not to be used as study hall or room for disciplinary purposes. Available for access of individuals from classrooms and study halls and flexible scheduling of classes	All materials recorded, classified, and circulated as needed. Card catalog serves as index to all materials printed and audiovisual

* Standard applies to secondary schools only.

Table 12.—State standards for school media center scheduling and organization, 1974.—(Cont).

States or other areas	Scheduling	Organization
(1)	(2)	(3)
North Dakota	Groups and individuals should be able to use the media center without pre-scheduling	Dewey Decimal classification used for all materials—shelf-list, card catalog, lending policy, and information files kept up-to-date. Centralized processing recommended for units with 2 or more schools, either by district or by contracting
Ohio		* Dewey Decimal System; dictionary catalog Junior and senior high schools—book collection classified and cataloged according to a nationally recognized system. High schools should maintain an accurate up-to-date shelf-list or accession record
Oklahoma		Media center cataloged and classified according to an acceptable cataloging system
Oregon		Materials organized and arranged for ready accessibility to users, following an approved classification system; centralized cataloging and processing recommended
Pennsylvania	Flexible scheduling to permit use of media centers by teachers, classes, groups, and individual students on basis of instructional and recreational need	If district centralized technical processing is not available, all media should be bought preprocessed (plaster cover affixed, spirit labeled, pucketed with full set of catalog cards)
Mississippi	* Open for use by pupils and teachers before and after school	* Required procedures as outlined in Bulletin in 134 A, Primer for Mississippi school libraries
Montana	*Minimum:* Open for pupil and teacher use all day, and before and after school *Recommended:* Open in the evenings	Materials should be properly cataloged and inventoried; shelf-list and standard cataloging and filing system; *Guide for Montana School Libraries* (1969) shall be used as a basic guide for library procedures
Nebraska	*Advanced* School media centers should be available to school staff and students at hours convenient to them	Maintenance of up-to-date catalog and shelf-list of all books, films, filmstrips and recordings
New Hampshire		* Effective procedure for cataloging materials using ALA publication and State Department of Education guidelines
New Mexico	Library open at all times during school day	Classification and cataloging shall include shelf-list, alphabetical card catalog, and classification by Dewey Decimal System or some other recognized system
North Carolina	Media centers open at all times throughout day and before and after school; consideration should be given to extending hours to evenings, Saturdays and vacation periods; schedule to provide for individual, small groups and class use; planning time for teachers	Organized for quick and easy use; including classifying, cataloging, and providing unified card catalog for all materials in school

* Standard applies to secondary schools only.

Table 12.—State standards for school media center scheduling and organization, 1974.—(Cont).

States or other areas	*Scheduling*	*Organization*
(1)	*(2)*	*(3)*
South Carolina	* Library to remain open throughout school day, before and after school; afternoon, evening, and Saturday morning hours recommended ** Library to remain open throughout school day; minimum of 7 hours; access to library serving throughout school day during summer sessions; library open 30 minutes before and after school	* Materials shelf-list; cataloged, and adequate records kept
Tennessee	** Library open to pupils the entire day	* Systematic plan for selection and acquisition; books classified by Dewey Decimal System, marked, and properly shelved; adequate loan system; shelf-list; organized information file; card catalog ** Shelf-list, information file, card catalog, and adequate loan system
Texas	Available to users at any time during and beyond the hours of the regular school day	Materials simply and efficiently organized according to standard procedure; commercial processing recommended if system cannot employ a full-time cataloging specialist
Utah	*Levels:* I. Pupils come to center when group is scheduled; center open during school hours II. Pupils may use center independently when groups are not there; center open 30 minutes before and after school III. Pupils use center whenever it is open; 6 additional opening hours to those outlined in II IV. Open 20 additional hours to those outlined in III	*Levels:* I. Books in media center cataloged and available for use; card catalog II. Central inventory of materials and equipment III. All materials cataloged and available for use IV. Same as III
Vermont	* Library open during entire school day, including before and after school	Books processed and organized according to recognized procedures, printed cards used as far as possible
Virginia	* Library open to pupils throughout school day, before and after school; library available during summer school	* Materials properly labeled, organized and housed; shelf-list; system of cataloging and loan; accurate inventory of equipment
Washington		Materials centrally organized; properly maintained; readily available; easily accessible to pupils and teachers; centralized processing, either by contract with another unit or a commercial firm is recommended; building center should maintain complete inventory of materials
West Virginia	Selected media centers in operation under professional direction at regular hours, before and after school, Saturdays, vacation periods (enrichment criteria)	

* Standard applies to secondary schools only.
** Standard applies to elementary schools only.

Table 12.—State standards for school media center scheduling and organization, 1974.—(Cont).

States or other areas	*Scheduling*	*Organization*
(1)	*(2)*	*(3)*
Wisconsin	Program available throughout school day, before and after school. Evenings, Saturdays, and vacations recommended	Materials cataloged and organized; shelf-list, alphabetical card catalog, centralized processing, either by contract with a larger agency or commercial source recommended
Wyoming	Library not to be used as a study hall	Library with properly inventoried and cataloged material

259

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